DOCUMENT RESUME

ED 249 905 HE 017 814

AUTHOR	Batell, Susan; And Others
TITLE	College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
INSTITUTION	College of St. Teresa, Winona, Minn.
PUB DATE	1 Jun 83
NOTE	235p.
PUB TYPE	Reports - Descriptive (141) -- Guides - General (050) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Church Related Colleges; *College Programs; Course Descriptions; Course Evaluation; Educational Objectives; Experiential Learning; Extracurricular Activities; Helping Relationship; Higher Education; *Holistic Approach; Interprofessional Relationship; Learning Activities; Performance Contracts; Questionnaires; Records (Forms); *Student Development; Student Evaluation; *Teacher Student Relationship; *Values Education
IDENTIFIERS	*College of Saint Teresa MN

ABSTRACT

The College of Saint Teresa's value-based educational program, known as "Design for Choicemakers," is described. The program is designed to foster students' holistic learning and personal development, based on cooperation among the academic affairs, student affairs, and pastoral affairs offices. The links between the curriculum and co-curricular activities, core course objectives, and achievement of depth and breath in the curriculum are addressed. Attention is also directed to the roles through which faculty and staff interact with students and with each other, with a focus on: advising, collaborating, consulting, counseling, directing, discussing, instructing, leading, learning, mentoring, referring, supervising, and tutoring. Information is also provided on: the senior seminar; capstone experiences in the academic major, for example, student teaching, music recitals, and social work internships; the development portfolio/transcript (the student's personal growth plan and development record); and formal assessment of students' achievement of desirable characteristics. Appendices include: a bibliography; a core course syllabi; core course evaluation forms; a sample personal growth contract; and development portfolio/transcript program materials, including a development profile form or log of learning experiences, and a form for student and mentor assessment of student development. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED249905

COLLEGE OF SAINT TERESA
A DESIGN FOR CHOICEMAKERS

--CHOICES--
--INTERSECTIONS--
--MEANING

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

College of Saint Teresa

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 017 314

An Operations Manual for Faculty and Staff

COLLEGE OF SAINT TERESA
WINONA, MINNESOTA 55987

COLLEGE OF SAINT TERESA: DESIGN FOR CHOICEMAKERS

AN OPERATIONS MANUAL FOR FACULTY AND STAFF

© Copyright June 1, 1983
College of Saint Teresa
Winona, Minnesota 55987

FOREWORD

Franciscan spirituality is predicated on a set of beliefs that are singularly its own. The central tenets of this spirituality are the beliefs that all things emanate from God, exemplify some facets of His nature, and will ultimately return to Him.

The insights which are at the core of Franciscan spirituality have, in their turn, generated a distinctive intellectual tradition. In this tradition creation is not viewed as a static, time-bound, external act of God. Rather, the Creator-God is believed to be manifesting Himself continually in ways which will lead us to Himself. This tradition also holds that Christ is the model of all the Creator-God has done, is doing and can do in relation to finite creation. Finally the tradition asserts that each person comes forth from God, reflects God, and returns to God.

Adherence to the Franciscan intellectual tradition logically results in a distinctive philosophy of education. The tradition claims that all creation reflects the Godhead from which it flows. Therefore, the object of a Franciscan education is not knowledge. Rather the object is wisdom - a proper understanding of how the created reality under investigation reflects a dynamic, creating God. The tradition espouses the view that each person is a manifestation of a Creator-God and is called on to manifest him to others and ultimately return to Him. Therefore, the tradition leads unerringly to an

educational philosophy which responds to the uniqueness of each student and is calculated to help each one develop her distinctive charisms.

The content of the educational program of the College of Saint Teresa known as College of Saint Teresa: Design for Choicemakers which is described in this Operations Manual accords well with both the eight-century-old Franciscan intellectual tradition and the educational philosophy which devolved from it. The value centeredness of the program accords well with the Franciscan concept that we must respond to the ongoing creativity of God by attempting to discover what He has and is placing into His creation in order to promote the growth and development of a more human world order. The developmental nature of the program, with its insistence that students serve as integrators of curricular and co-curricular activities designed to lead them to attainment of the Desirable Characteristics of a College of Saint Teresa Graduate, responds to the Franciscan intellectual postulate that all persons possess unique gifts which can become manifestations of the common good.

The desired outcomes of the educational program known as Design for Choicemakers also accord well with the Franciscan approach to learning. The College's list of desirable characteristics documents the manner in which the College hopes its students will approach humankind, the world, and God. The hoped for outcomes are practical, humanistic, and theocentric--the three hallmarks of the Franciscan intellectual tradition. The outcomes are practical insofar as they foster intellectual, personal and spiritual growth which will enable a student to render competent and loving service to humanity and the Church. The outcomes are humanistic because they enable the student to affirm her own

value, dignity, and uniqueness and to extend this affirmation to others. The outcomes are theocentric because they imply that, in attempting to discern what God has placed in creation for the development of a more human society, the student serves as a co-creator with God.

The symbol of the College of Saint Teresa is the Rose Window in the north facade of the Chapel. The window is an apt symbol of the connection between the Franciscan intellectual tradition and the educational program entitled College of Saint Teresa: Design for Choicemakers. The window is composed of myriad small pieces of glass which differ in size, shape, and color. These artfully crafted pieces of glass represent the uniqueness of each individual in the College community, the variety of disciplines taught here, the different degrees of personal development attained or being attained by each person, the multiplicity of world views and modes of response prevalent in the community. The Rose Window attains its beauty and is recognized as an harmonious whole only when it is illuminated by single source of light. Then, and only then, is the artistry perceived, the beauty recognized. The illumination binds the myriad of small pieces of glass into a single work of great beauty. The College community will only attain its full potential when it is vivified by response to a common intellectual tradition. Perforce that tradition must be Franciscan. Otherwise, the College will lose its heritage and identity. This Operations Manual, composed of brief descriptions of the works of all members of our community, is a metaphorical Rose Window in which the parts are bound together and illuminated by a truly Franciscan approach to learning.

Winona, Minnesota
June, 1983

Thomas J. Hamilton
President
College of Saint Teresa

TABLE OF CONTENTS

Foreword ii

Desirable Characteristics of a College of Saint Teresa Graduate

General Introduction 0-1

I. Choices for Holistic Education I-1

Introduction I-2

A. Values-Based Education I-6

B. Structural Design I-7

C. Basics in Curriculum and Co-Curriculum I-11

D. Breadth in Education I-12

1. Breadth in Curriculum I-12

2. Breadth in Co-Curriculum I-21

E. Depth in Education I-24

1. Depth in Curriculum I-24

2. Depth in Co-Curriculum I-27

F. Additional Choices in Curriculum and Co-Curriculum . . I-29

G. Development Portfolio/Transcript I-30

II. Intersections in Holistic Development II-1

Introduction II-2

A. Advising/Guiding II-5

B. Collaborating II-6

C. Consulting II-7

D. Counseling II-8

E. Directing/Coaching II-9

F. Discussing/Dialoguing II-10

G. Instructing II-11

H. Leading/Coordinating II-12

I. Learning II-13

J. Mentoring II-14

K. Referring II-15

L. Supervising II-16

M. Tutoring II-17

III. Meaning in Personal Integration III-1

Introduction III-2

A. Senior Seminar III-2

B. Capstone Experience in Academic Major III-4

C. Development Portfolio/Transcript III-6

D. Desirable Characteristics Assessment III-9

E. Meaning in Spiritual Development III-11

F. Student Examples of Personal Integration III-15

IV. The Continuing Challenge IV-1

Appendices . . . . . (green pages)

Development Portfolio/Transcript Materials . . . (yellow pages)

Bibliography . . . . . (blue pages)

APPENDICES

1. Excerpts from a Values Education Report by an Academic Division

2. Sample Core Course Syllabi

3. Core Course Evaluation Forms

4. Anecdotal Evidence of Core Course Effectiveness

5. Sample Division Assessment Instrument According to the Desirable Characteristics

6. An Academic Division Project Involving the Development Portfolio/Transcript

7. Resource Sharing and the Faculty Development Center.

Writing Team

Dr. Susan Batell
Sr. Johanna Orlett
Sr. Margaret Pirkl
Rev. John Surprenant
Dr. Patricia Volp

Other Contributors

Foreword--Dr. Thomas Hamilton

Sr. Michaea Byron
Ms. Mary Cattelino
Dr. Richard Davenport
Ms. Lori Froeba
Ms. Kathryn Hansen
Ms. Sarah Kaus
Dr. Joseph Kolupke
Ms. Colleen Lavin
Ms. Alison Listad
Sr. Ingrid Peterson
Sr. Marlene Pinzka
Ms. Jacqueline Ruff
Sr. Lalonde Ryan
Sr. Mary Anne Ryan
Sr. Shirley Schmitz
Rev. Robert Stamschror
Mr. Peter Walsh
Dr. Janette Williams

Editor

Sr. Margaret Pirkl

Design

Sr. Clairvaux McFarland
Ms. Betty Mocek
Ms. Veronica Ives Virnig

College of Saint Teresa: DESIGN FOR CHOICEMAKERS

Preamble

A commitment to the integration of liberal learning and professional education within the tradition of the Judaeo-Christian faith is clearly articulated in the **Mission and Identity Statement** of the College of Saint Teresa. As a Catholic residential college for women, the College of Saint Teresa utilizes community living to help students to come to a full realization of their Judaeo-Christian faith heritage. Emphasis is accorded to enabling students to understand the beliefs and practices of the Catholic Church.

Introduction

The Desirable Characteristics List is designed as a general guideline within which administration, faculty and staff help each student to achieve the goals of a liberally educated person. The joint efforts of academic affairs, student affairs, and pastoral affairs support student integration of curricular and co-curricular experiences in a values-based educational program. All areas of college life contribute to the on-going, incremental process of intellectual, personal, and spiritual development. This growth is shown by conscious choicemaking, leadership, and service that contribute toward a human world order.

Although the Desirable Characteristics are listed in clusters, no order of importance is intended. In addition, it is recognized that there is a natural overlapping among clusters and characteristics.

Desirable Characteristics of a CST Graduate

A. **Critical Thinking**

The student, with the assistance of the College community, is enabled to

1. reason analytically
2. engage in reflective thinking
3. synthesize a point of view, formulating arguments to support it
4. evaluate and choose among alternative courses of action
5. apply abstract concepts to concrete experiences
6. apply knowledge from an undergraduate major field

B. **Aesthetic/Cultural Development**

The student, with the assistance of the College community, is enabled to

1. acknowledge the presence of mystery in life
2. demonstrate an understanding of the major forms of artistic expression
3. appreciate and participate in a variety of cultural/artistic experiences
4. convey meaning through creative and artistic experiences

(verso)

C. **Communication**

The student, with the assistance of the College community, is enabled to

1. use various forms of writing competently
2. use effective oral communication
3. receive and interpret information effectively
4. use quantitative tools effectively

D. **Breadth of Perspective**

The student, with the assistance of the College community, is enabled to

1. demonstrate a familiarity with the ways of knowing in basic academic disciplines: arts, humanities, sciences, social sciences
2. interpret current problems within historical, cultural, political, global, philosophical, and spiritual perspectives
3. demonstrate an understanding of one's religious, faith heritage
4. understand the value systems operative in contemporary society
5. develop an ability to live meaningfully in a technological society

E. **Autonomy**

The student, with the assistance of the College community, is enabled to

1. develop a healthy self-concept including an awareness of one's sexuality, potentials and limitations, values and beliefs
2. act out of one's self-awareness to complete personal goals and planned activities
3. recognize and accept interdependence as integral to becoming autonomous
4. respond personally to God's revealing of Self in one's life

F. **Social Relationships**

The student, with the assistance of the College community, is enabled to

1. appreciate human diversity and respect creeds, value systems, and related actions of others
2. demonstrate effective interaction with individuals in a variety of settings
3. develop and remain faithful to commitments and relationships
4. move toward the achievement of a common goal by maintaining group support and cooperation
5. demonstrate responsible citizenship

G. **Life Goals**

The student, with the assistance of the College community, is enabled to

1. develop an appreciation of the importance of lifelong learning
2. formulate appropriate educational goals
3. select and activate specific career goals
4. acquire the attitudes, knowledge and skills to practice lifelong habits of healthful living
5. apply one's values to important life decisions

©*Approved by the Board of Trustees, July 1992*

No part of the above may be reproduced without written permission.

COLLEGE OF saint teresa
WINONA, MINNESOTA 55987

Introduction

GENERAL INTRODUCTION

"All fragments must be gathered; all the complexities of the puzzle of life, which is so perplexing to so many, must be fitted into a pattern of meaningful beauty."

--Catherine De Vinck

This Operations Manual is a practical description of our educational program known as Design for Choicemakers. It is a description in terms of both philosophy and particular examples. Even as the manual gives a sketch of how we operate, it leaves room for, and urges, creative development in the working of our College. It is intended to reflect the common vision of the College community and its oneness in rich diversity as we "gather the fragments" and foster holistic learning and personal development in each of our students. An effort has been made to render this document representative of every division, area, and program at CST. This manual is presented to all members of the College community, but it will be especially helpful to new faculty, staff, and administrators as well as individuals and institutions inquiring about our program. The manual both receives meaning from and gives meaning to our basic College documents and handbooks: The Mission and Identity Statement, the Desirable Characteristics of a College of Saint Teresa Graduate, the College Catalog, the Faculty Handbook, the Conceptual Framework of the CST Pastoral Team, the Academic Advisers' Handbook, the Organization Advisers' Manual, and the CST Student Handbook and Statement of Rights and Responsibilities.

Paradigm Shift

What has been written since 1978 about Design for Choicemakers has been written in the midst of the program's development and implementation processes. As we move to institutionalize the program, retrospection allows us to see in it the purposeful, intentional changes that have enabled us to succeed. We have moved

--from	content-based academic programs	to	academics in the context of total student development
--from	independent delivery of division/area programs	to	student integration of all college experiences
--from	college as groups of students, faculty, staff, administrators	to	college as community of learners
--from	faculty operating within disciplinary specialities	to	faculty with expanded inter-disciplinary and generalized expertise
--from	provision of extra-curricular activities	to	intentional co-curricular involvement
--from	religious and philo-sophical classroom instruction related to values	to	a spiritual and integrated valuing process in many contexts
--from	institutional tendencies to area self-sufficiency	to	institutional networking and sharing

As we reflect on these changes, we are able to observe a paradigm shift from basically masculine organizational and teaching styles to styles that integrate masculine and feminine approaches in a fully human educational model. We have moved from a program that stressed

--logical analysis;

--discreteness;

--knowledge for its own sake;

--self-sufficiency; and

--intellectuality

to one that explicitly nurtures integration of

--logical reasoning and intuition;

--analysis and synthesis;

--knowledge for its own sake and for the sake of service;

--self-reliance and interdependence;

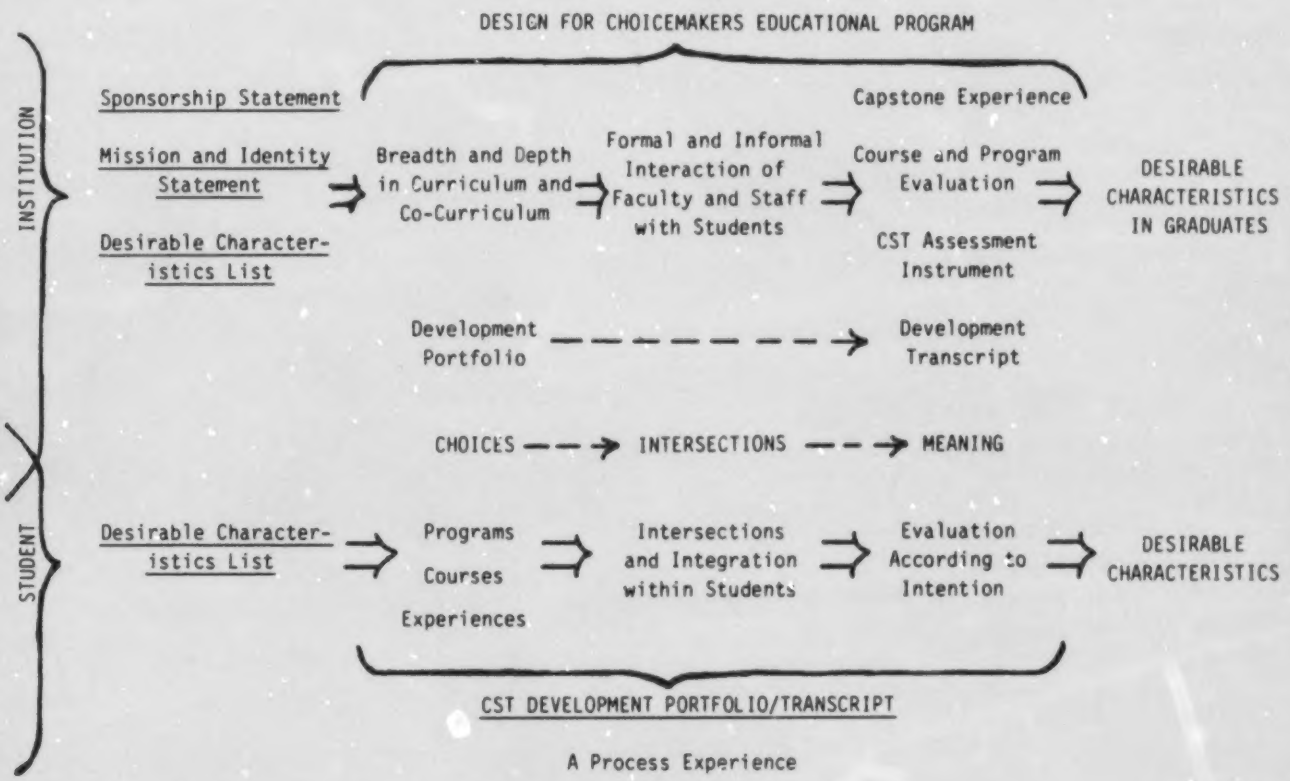
--intellectuality and the emotional, moral, social, interpersonal, spiritual, and physical aspects of a human being.

We are experiencing this paradigm shift as a change well-suited to a women's college. Further, in this shift, we are accompanying all of society toward a humane, a more fully human, future.

A retrospective glance also allows us to see the program in its simplicity and its usefulness for life. Whether defined with respect to student or institution, it moves from choices or options among courses and programs, to intersections or interactions that promote integration within each student, to meaning in culmination or evaluation. This educational design is outlined in the following chart.

GOAL OF THE COLLEGE OF SAINT TERESA

Student Attainment of Desirable Characteristics
Within the Context of the Mission and Identity Statement and Holistic Education



MISSION-DIRECTED EDUCATION: NEED FOR INTEGRATION

Basic Documents as Sources of Our Program

This movement happens within the context of an educational plan that is mission-directed and outcomes-based. The Rochester Franciscans'* 1973 Sponsorship Statement establishes us in reverence for the sacredness of every human person. It supports us in a basic reason for our work with each student--God's glory rendered visible in a human being fully alive.** Our 1976 Mission and Identity Statement, a copy of which is contained in the cover pocket, is regarded as one of the finest college statements of purpose. Our 1982 outcomes list, the Desirable Characteristics of a College of Saint Teresa Graduate, a copy of which immediately precedes these pages, puts the CST mission into operational terms. It has become a focus of interest for many nationally known educators. For us, the list indicates that the mission of the College is to foster individual student development in the characteristics it outlines. Therefore, the Desirable Characteristics List is for us much more than a document: it is a symbol of a dynamic attitude or philosophy of education that is at once source, energy, and culmination of the three-fold movement within our students' education--the movement outlined in this manual as "Choices, Intersections, and Meaning."

Perhaps the greatest challenge for all of us who educate with the list as a guide is always to realize that these are characteristics that rise naturally in our students as we approach the teaching and learning process authentically, in new and creative ways. These characteristics become

---

*The Rochester Franciscans sponsor the College of Saint Teresa.

**Paraphrase of words of Irenaeus of Lyons.

dynamic in us as we understand them, teach them, and model them. Our goal is the continuing unique realization of the desirable characteristics in each student, an ongoing challenge for each of our graduates. Striving toward this goal will automatically result in non-repetitious ways of expressing the content and meaning of the Desirable Characteristics List. "Critical thinking" may take the form of "reasoning skills" or "logical analysis" or "critiquing." "Global perspective" may become "planetary consciousness" or "international scope." "Autonomy" may refer to "self-determination" or "being one's own person." It will be our focus on each student, more than anything else, that will keep the CST educational design fresh and interesting.

Foundational Theories as Sources of Our Program

Looking back at the five development and implementation years of the Design for Choicemakers Program reminds us that some of its sources are educational and psychological development theories. We understand that faculty and staff who come to the College after the initiation of this program will appreciate knowing something about those theories. We present here a brief delineation of these relevant theories, without documentation, understanding that most new faculty and staff will be quite conversant with them. This section is presented for established faculty and staff as well, as an opportunity for review and reflection upon guiding principles of our program.

Psycho/Social Development

Of all the components of the College of Saint Teresa Program, the desirable characteristics related to psycho/social development are based most directly on current theory and research. The characteristics related to personal development are derived from the developmental task clusters characterizing

late/post adolescence which have been suggested by Judith Prince, Theodore Miller and Roger Winston. These researchers have identified, after Sanford and Chickering, a distinct stage of development that comes between adolescence and early adulthood. They have proposed that, in order to move successfully from late adolescence to early adulthood, individuals must accomplish these developmental tasks and subtasks:

1) Develop autonomy
   --Emotional autonomy
   --Instrumental autonomy
   --Interdependence

2) Develop mature interpersonal relationships
   --Tolerance
   --Mature relationships
   --Relationships with the opposite sex

3) Develop purpose and goals
   --Educational plans
   --Career plans
   --Life style plans

Cognitive, Intellectual Development

The main theories of intellectual and cognitive development underlying the preparation of the Design for Choicemakers Program were those chosen by the planners of the freshman liberal studies course. The director had had extensive experience in program design based on the conception of learning as the development of process learning skills. (Piaget, Bruner, Gagné). The freshman planning group chose the desirable characteristic of critical thinking, along with communication, interpersonal relationships and valuing, as one on which they would focus this key freshman course. They and the entire college faculty, wish to emphasize critical thinking as a generic skill, a process worthy of its own place in the curriculum. They want the freshman to have a significant early experience in "thinking as thinking."

The core courses and the senior seminar attempt to build on this freshman experience. The expanding core courses and the culminative senior seminar attempt to support student movement along the Perry stages of ethical/intellectual development. (According to a 1983 analysis by Dr. L. Lee Knefelkamp, probably most CST freshmen are in transition from dualistic toward multiplistic thinking, and about a fourth of the juniors and seniors are moving toward more relativistic thinking.)

Faculty members serving at the College are moderately acquainted with the application of Piagetian learning theory to educational practice and familiar with William Perry's schematic of nine stages of ethical/intellectual development. Some faculty members are working continually to apply these theories in their instruction. Also, a group of faculty and staff members are indicating interest in learning more about Patricia King's emerging theory on the development of reflective judgment.

Human Maturation

Although the maturation theory of Douglas Heath, who served as the initial consultant to the planners of this program, is undoubtedly the foundation for much of its eventual form, his generalized maturation characteristics of experience, allocentrism, integration, increasing stability, and autonomy do not appear as specific student outcomes. However, these general dimensions of maturation are the source of inspiration for the broader versions of the personal development characteristics which were eventually incorporated into the Desirable Characteristics List. The strong emphases on integration, autonomy and commitment evident in our program may also be traced in part to the maturation theory and consulting of Douglas Heath.

Further consideration of maturation theory and its usefulness for our program planning will certainly consider the newly emerging theory of the maturation process for women.

Typology Theory

The faculty and staff at the College did not base the original design of their program on any particular theory of psychological type, but they have acquired considerable background in those theories as they have moved into the implementation stages of the program. Workshops on learning and instructional styles, in particular, have made them familiar with the learning/teaching style instruments of Kolb, Grash-Reichmann, Canfield, Joseph Hill, and Fuhrman-Jacobs. Class sets of these instruments are available for their use, as are materials related to strength deployment, group interaction, and situational leadership types. Finally, the Myers-Briggs Type Indicator, a Jungian-based instrument for personality types, has been used effectively in a variety of educational settings under the facilitation of a trained MBTI Counselor. Some of the many applications of the instrument have included the resident assistant orientation program, Senior Seminar, psychology classes, development portfolio projects, personal counseling, and student affairs staff development.

The institutional research services at the College provide standardized profiles of the CST student classes. Most interesting to faculty and staff are the annual profiles of freshman interests and educational background provided by the ACE orientation questionnaire, (ACE: American Council on Education, project coordinated by Alexander Astin, University of California),

and by the ACT COMP comprehensive instrument (ACT COMP: American College Testing Program, the College Outcomes Measurement Project). Very fine marketing studies conducted by the Admissions Office enable that group to furnish faculty and staff with helpful information about the kinds of students who choose to attend the College of Saint Teresa.

Person/Environment Approaches

Although the College of Saint Teresa community subscribes unequivocally to the principle that classroom, residence hall, and natural environment are critically important to full human development for students, the program was not shaped originally in terms of any single theory of environment. However, we have, since the inception of the program, often considered the nature of general campus environment.

The Director of Residence has systematically surveyed the entire residence hall population about their perceptions of that environment, using the environment theory of Rudolph Moos and his instrument University Residence Environment Scale. The residence hall environment is generally very supportive for individual students, yet academically orientated and culturally, interpersonally challenging.

The analogue of the residence hall survey for work groups, The Work Environment Scale, was used in a survey of our student work situations in 1980. Results of that study revealed considerable variation in work environment for the four types of jobs, leading program monitors to an increased awareness of the student work experience as an important kind of environmental influence on students. Sensitivity of this type is important

for the College of Saint Teresa, inasmuch as more than 68 percent of the students are engaged in campus work experiences.

A third analogue of the Moos environment scales exists for classroom climate, but has not yet been employed within this program. The College has recently benefited from two objective readings of our classroom and general environment. Both were given by two external consultants who interviewed students, rated their written reflections, and administered several learning style instruments to them. The first consultant submitted a lengthy written reflection on her perceptions of both the classroom and total campus environment. The following short synthesis of her remarks reflects many of the environmental elements which students perceive, and those which they desire; it addresses learning styles as well.

> The students were articulate, bright, energetic, and fascinating individuals.... They certainly believe that their college is doing a great deal to not only educate them but to enhance and enrich their lives.
>
> These students ... will be "people-oriented" and "doing-oriented." These are students who learn from examples from which they can become involved and from such things as projects, homework or small group discussions. They are oriented toward peers and peer learning rather than learning from authority figures. They dislike passive learning situations such as lectures and are high risk takers.
>
> ... CST students are independent learners, not dependent learners; are highly collaborative learners not competititve learners. Thus, CST students like to think for themselves, will learn content they think is important and are confident in their learning abilities. They do not rely on teachers as sources of support and structure to the degree that CIC (a norm group from independent colleges) women do. They do not look to authority figures to be told what to do.

... CST women feel they can learn the most by sharing their ideas and talents. The classroom is seen as a place for social interaction as well as content learning.... Competition is not an issue at CST but everyone collaborates and the women prefer the climate that results.

... CST women are visual learners; visual learners of prose material and symbolic material or numbers. These students want a mix of work with groups and independent learning.

... The perceptual elements, or the five basic senses as a route to learning, are very important to these students. Learning environments must be planned with care. The mean scores in rank order for the perceptual senses are touch, sound, smell, sight, and taste. Such high scores in these elements often mean "expensive tastes." Poor quality textbooks (cheap paper, poor illustration), poor quality visual and audio aids, will all detract from learning for these students. Also, the students can learn better if coffee or other food is part of the classroom. The temperature of the classroom will be a factor, if even by a few degrees, and classroom odors can enhance or detract from learning. All these factors, for this group of students, are part of their learning experience.

The students can synthesize information or learning, are empathetic and enjoy beauty. They are committed to a set of values. They can judge the proper physical and social distance another person will permit. They have accurate personal knowledge about themselves. Also, this group is aware of time and time expectations. They know what time it is and want classes and events to begin on time and end on time.

... Providing a learning experience for this group is a challenge and indeed, according to them, CST is meeting that challenge. They do not want to be passive learners in any way. This is apparent in their interviews and in all of their learning style instrument scores. In the classroom this means an interactive approach to teaching rather than a lecture approach: an "allowing students to do" approach rather than a "telling students to do" approach.

To meet these larning style needs of CST students, a far more interactive, discussion-centered, student dominant classroom setting is needed than most faculty are accustomed to using.

(Taken from report, "Student Learning Styles at the College of Saint Teresa," by Hattie Bishop of the Wright Institute, Berkeley, CA, March 7, 1983.)

In addition to a very strong recommendation that faculty work on developing more interactive teaching styles, this evaluator noted that non-resident students have a quite different (less positive) perception of the college environment than do the residents. They, in particular, "appear to have difficulty integrating into co-curricular activities." Finally, students definitely perceive the co-curricular activities as integral to the total environment, to the complete experience at the College. A physically beautiful, organized, sense-impacting, collaborative, consistent, person-centered environment appears to be attractive for the College of Saint Teresa students.

The second consultant remarked informally on the candidness and honesty of the students, on the reciprocal trust among students, faculty, and staff, and the strong overtones of diligence and accomplishment present in all areas of the campus community.

Communication Theory

The commitment of the College to the development of written communication skills as part of the essential development of the liberally educated person is important in two ways. First, and most obviously, writing is a foundation skill essential to the attainment of many of the other objectives of the college program. The explicit reference to the importance of communication in the list of desirable characteristics is a strong reinforcement to a long-standing commitment of the College of Saint Teresa.

A second reason for stressing writing in the liberal curriculum stems from the realization of the importance of writing in the process of cognitive

development. The program involves the research of James Britton and Lev Vygotsky, in particular, which suggests that full development of intellectual capacities is greatly enhanced by making writing part of the learning experience. The College has supported specific faculty inservice workshops to insure that promotion of good writing is made across the curriculum. In these workshops the faculty have explored ways in which they can incorporate writing assignments into their courses. They have also addressed practical problems of helping students to write better papers and to learn more in the process of writing them.

At orientation, new faculty receive the support materials that were distributed to the writing workshop faculty participants. Thus, we continue to be committed to making "writing as learning" a practical reality.

Moral (Valuing) Development

The original values characteristics listed as student outcomes for the College of Saint Teresa were derived from research carried out at the College in preparation for this liberal studies program. After the first formulation of the valuing outcomes, the faculty and staff adjusted them in the course of an intensive three-year valuing in-service program. The group studied and compared the varying approaches to valuing expressed in these four references:

1) Morrill, Richard L. Teaching Values in College. Jossey-Bass Publishers, San Francisco, 1980.

2) Raths, Harmin, Simon. Values and Teaching. (Second Edition) Merrill Publishing Company, Columbus, 1978.

3) Valuing at Alverno. Mark Hein, Editor. Alverno Productions, Milwaukee, 1980.

4) Values Education, Sourcebook. Social Science Education Consortium, Boulder, Colorado, 1976.

The faculty and staff have attempted to integrate and to apply these valuing theories in the context of our own program. All divisions and co-curricular programs have examined the integration of valuing experiences with their courses and programs and have committed themselves to the implementation of strategies that will facilitate this integration. All prospective faculty and staff members receive materials describing the values-oriented Mission and Identity Statement of the College of Saint Teresa at the time of their initial interviews, so that they are fully apprised of the College's commitment to this component of its program before they engage in it.

Faith Development

In working out a conceptual framework for their functioning at the College of Saint Teresa, pastoral affairs staff members based their theory on two documents:

1) The Mission and Identity of the College of Saint Teresa (1976), based on two years of research at the College and on a survey of comparable documents at selected church-related institutions.

2) The RCIA, the Rite for the Christian Initiation of Adults (United States Catholic Conference, 1977), which presents growth in faith in terms of a catechumenate model.

The pastoral team serves the faith community of the College and identifies its primary function as "training people in discipleship and accompanying them in pilgrimage." The team plans its programs around the three modes of growth recognized in the development of Christian faith: evangelization,

catechesis, and mystagogia. The three stages of faith growth contained in these modes are, respectively: hearing the Word, understanding the Word, and realizing personally the meaning of the Word.

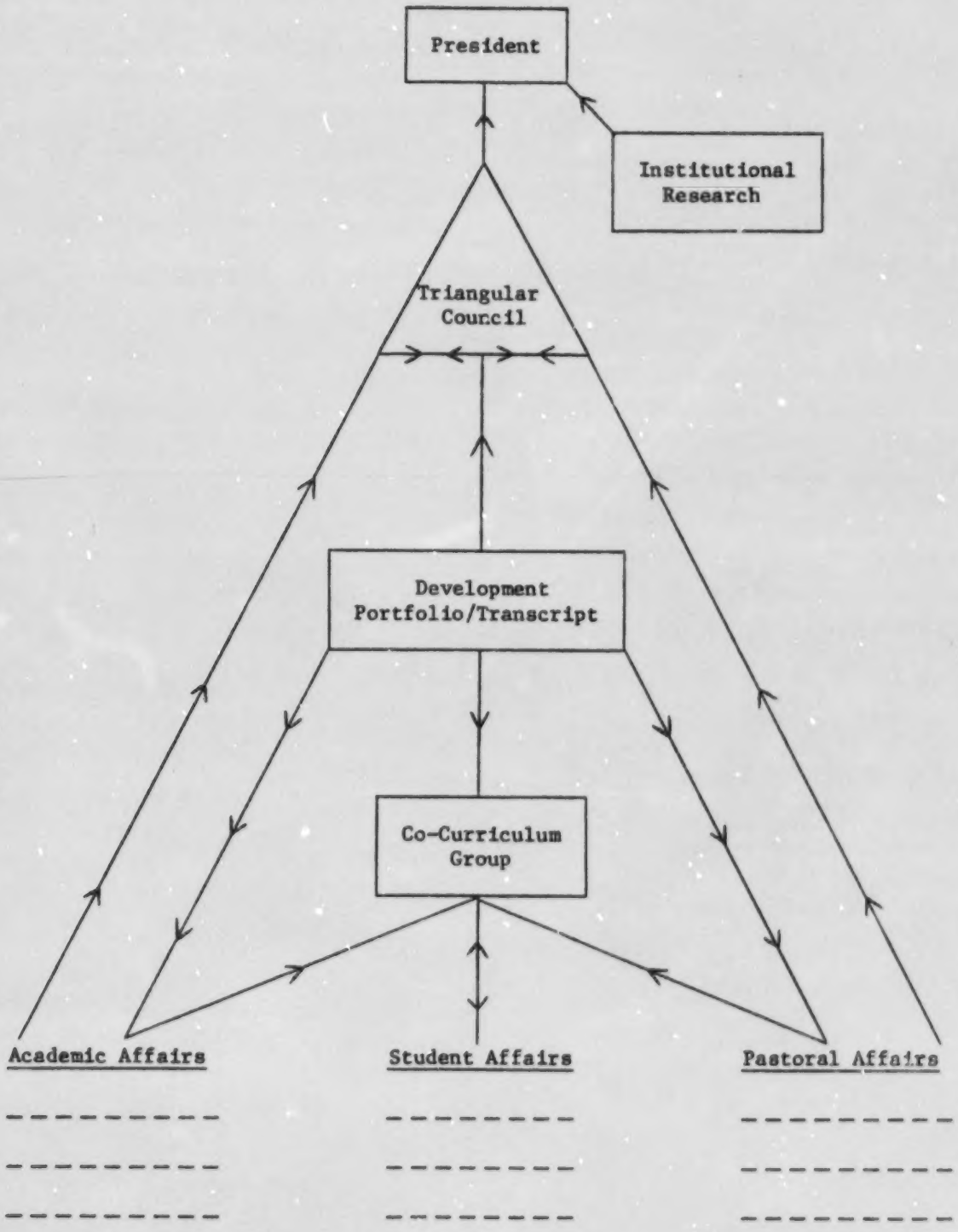
Integrated with the total program, Design for Choicemakers, the pastoral programs serve to focus and highlight the development of those values that could be considered faith-centered. Within the individual person, and the College as community, the spiritual center is acknowledged as sacred and as the ground of being. Clearly, then, those characteristics identified on the list as spiritual or faith-centered are the domain and responsibility of the entire institution. The pastoral team serves the pastoral mission of the College. As with human development theory, the movement of spiritual development theory has moved from support service to the individual to fostering integration within the total CST educational program. In this manner, the student is able to recognize and develop those personal and spiritual disciplines essential to her total educational development.

Our Program a Cooperative Effort

It has become increasingly clear that the holistic educational program deriving strength from basic documents and the development theories described above requires the cooperative effort of all structural areas of the College: academic affairs, student affairs, pastoral affairs, and all other members of the College community. Mutual respect and trust must prevail in order to make fruitful the interdependent relationships among faculty, staff, and administration personnel that give life to educational process at the College of Saint Teresa. An effort to reflect such unity

has been made in the composition of this manual. Further, the chart on the following page is evidence that we operate administratively according to the integrative and interdependent nature of the total program.

As a college community we are proud of the Design for Choicemakers Program, and we express gratitude to all who have contributed to its development and implementation. Further, we are grateful to all who from our college's inception have labored to bring it to this point of clearer mission and operation. Without these dedicated persons, none of the program described in this book would be possible.


President
Institutional Research
Triangular Council
Development Portfolio/Transcript
Co-Curriculum Group
Academic Affairs
Student Affairs
Pastoral Affairs

I.

Choices for Holistic Education

CHAPTER I: CHOICES FOR HOLISTIC EDUCATION

"The critical experience then becomes...choice, creating an encounter with self that clarifies the understanding of responsibility and truth.... The move toward tolerance that accompanies the abandonment of absolutes is considered by William Perry (1968) to chart the course of intellectual and ethical development during the early adult years. Perry describes the changes in thinking that mark the transition from a belief that knowledge is absolute and answers clearly right or wrong to an understanding of the contextual relativity of both truth and choice."

--Carol Gilligan

"...At CST I am preparing for my future, not tomorrow but for years to come. What I learn in my years here I will draw upon when making my life decisions. In order to make those decisions, I must consider all their possible aspects.

"In order to make a decision I must therefore be a well-rounded person. I must not only know how the decision will affect me, a potential scientist, but the artist, the child, and the student as well. Something may be good for me but detrimental to the artist. The world is composed of a variety of people; therefore, I must learn to consider a variety of others.

"I learn about others by taking classes outside of my own field. I not only take science courses, but arts, humanities, and religious classes. I will experience first-hand what it is like to be another person, perhaps a dancer, if only for a quarter, and still be working toward my career.

"I have to know what I want from life; therefore, I must know every aspect of me. At CST you begin Day One discovering yourself and you keep learning and learning. You carry what you learn here out into the world with you. The doors of self-knowledge are opened here, and it is almost impossible to shut them. What is learned stems from what you apply yourself to. By requiring such a variety of courses, courses that develop critical thinking skills, aesthetic development, communication skills, and autonomy, CST helps the student become a better person."

--CST student, class of 1986;
quotation taken from an examination
in the freshman liberal studies
course, 1982-83.

INTRODUCTION

We say, at the College of Saint Teresa, that we are committed to holistic education. We undoubtedly have as many expressions of that commitment as we have individual faculty and staff members. But we also have common understandings about holistic education which enable us to formulate a cohesive set of assumptions for our entire program. We reflect together on the implications of these assumptions as we implement our collegiate education program; we share them with our new colleagues so that they can contribute knowledgeably to our program.

Assumptions about Holistic Education

We assert that education is concerned with persons' total human development--physical, psychological, intellectual, ethical and moral, spiritual, cultural, aesthetic, social, and interpersonal. "Holistic" education connotes, to us, development of the whole human person.

We concur that a great deal is known about these several dimensions of human development and affirm that persons move through identifiable stages of growth in most of them. We acknowledge the importance of the growth process for ourselves as well as for our student. We believe that all of us have an obligation to engage in it--consciously and interdependently. Our "holistic" philosophy of human development reminds us that we continue together to become, to evolve in wholeness, with our students.

We emphasize that the focus of education at the College is on what students are learning and experiencing, rather than on what faculty members are teaching or what program deliverers are providing. We commit ourselves

to this principle by expressing the goals of our entire program as student competences, outcomes--The Desirable Characteristics of a CST Graduate. All components of the CST program are designed to support students' achievement of these characteristics; all are evaluated in terms of them. "Holistic" programming is attempted here, based on these common student-based goals for all services, courses and programs.

We no longer assume that what instructors teach is necessarily what students learn, or that the programs which student and pastoral affairs offer are necessarily those the students "take." Rather, we support, in every way we can, the students' understanding of their own development and their acknowledging responsibility for it. "Holistic" development means, for us, the conscious, autonomous, intentional growth of students.

We know that in an outcomes-based program, we sometimes misthink that we have anticipated all good things and have planned for them. So we remind each other to wonder at the mystery of persons; at the unexpected, serendipitous events; the unexpected consequences of our interrelatedness. We envision an environment which is supportive and yet confrontive, responsive and still recognizably structured, communal and at the same time reverent of individuality and uniqueness. A "holistic" environment, for us, is one which needs and shows its continuing, caring creation by its members. We affirm that persons are spiritual beings, capable of non-rational understandings, capable of experiencing mystery, capable of ways of knowing that transcend cognition. We acknowledge that the reality experienced in spiritual ways may give ultimate meaning to life

experiences, and that all dimensions of human experience are the bases of persons' values and of their actions. We esteem the spirituality of persons as we respect their intellectuality, their emotionality, their social nature, their physical state.

These assumptions about humanness--about human learning and growth, about human autonomy and intentionality, about human interrelatedness and environment imbeddedness, about human mystery and spirituality--have been assumptions which have served as centering points from which we derived our program. They served as criteria for our decision-making and as motivation for our new innovations. They served as first principles to which we returned for agreement.

In the course of designing our program in the light of these assumptions we came to recognize several certainties about its eventual shape. We determined that it would be

-values-based,

-feminine, and

-student-centered!

We have called our college program Design for Choicemakers--an expression of our conception of our students as whole individuals as well as futures-creating, world-preserving, peacemaking women. We see them as persons capable of wise choices, from the personal to the global level. "Holistic" in the largest sense expresses our faithful, hopeful view of ourselves as persons who empower and enable our students in the total educational-developmental process.

Educational Options and Choices

Students' growth within the Design for Choicemakers Program occurs through their conscious choices from among many curricular and co-curricular options. Students' total growth in both breadth and depth is not haphazard but guided by a carefully administered educational system. This section of the Operations Manual describes and illustrates how we bring our program to life - how we design and deliver our programs and services in ways that are purposely and consistently holistic.

A. VALUES-BASED EDUCATION

Values-based education at the College of Saint Teresa is understood to be an education that intentionally and explicitly fosters the development of the human valuing process as part of the learning process and the learning environment. This type of educational orientation assumes that

1) the human valuing process is intimately and inherently a dimension of total human personal development;

2) the more authentic and complete the process of human valuing becomes the better it will be for both the individual and the society in which the individual lives;

3) it is in the development of the human valuing process that educational intervention can most appropriately take place, i.e., in such a manner that the freedom and readiness of the student is respected.

The goal towards which values-based education moves is the internalizing of values. In this process a person moves from being primarily determined from the outside to becoming self-directed and in responsible relationship with what is outside. In other words, a person moves from being dependent and conventional to being autonomous and post-conventional.

Values-based education can be accomplished by way of both the content and the process of courses, events, and activities. Examples of these ways are the following:

1) the process can be studied conceptually;

2) value-enabling skills can be practiced;

3) systems of values can be analyzed and criticized;

4) personal autonomy can be supported and nurtured;

5) individual personal value clarification can take place;

6) people can be put in intimate relationship with good, beauty and truth as these exist in things and people;

7) evaluation of decisions and behavior can take place.

It is important to note that the education for values within the Design for Choicemakers is not "indoctrination" but rather reflection and analysis through experience. In this context the student is supported and encouraged in the formation of her own value system and in choosing the options consonant with that system.

As an example, a practical outline of some of the values education in the Communicative Disorders major is given in Appendix 1.

B. STRUCTURAL DESIGN

Usually, in these pages of section B, more space is devoted to discussion of co-curriculum than to discussion of curriculum. This is not because we consider co-curriculum more important but because we are developing new materials and services, and we need to have written documentation as we study and evaluate together.

Curriculum: Definition and Coordination

The College of Saint Teresa defines curriculum in a broad sense: "the formal, organized body of knowledge, activities, artifacts and thoughts created as a principle means for achieving the educational purposes of the institution" (Mayhew, November, 1978). This assumption suggests that both in-classroom and certain out-of-classroom activities will contribute to a liberal education. There is, therefore, overlap between the curriculum and the

co-curriculum.

The Curriculum Committee at CST serves to coordinate, plan, and evaluate all dimensions of the formal curriculum, especially in its breadth and depth components. The Committee includes the Academic Dean, the Registrar, several members of the teaching faculty, and two students chosen by Student Government.

Co-Curriculum: Definition and Coordination

The concept of co-curriculum is certainly not a new one, for American colleges have historically appreciated and supported the educational value of activities outside of the traditional curriculum. CST moved one step beyond the historical when it recognized the co-curriculum as part of the total Design for Choicemakers. This has brought forth many challenges unique to the setting. For example, while defining co-curriculum elsewhere can be a type of intellectual game, at CST the definition is a necessity in order to guide planning, communicating, acting, and evaluating. Co-curriculum is defined here as "those opportunities at CST, in addition to curricular programs defined in the catalog, in which an intentional focus is growth in one or more of the desirable characteristics."

This definition of co-curriculum and the definition of curriculum above, are not intended to be mutually exclusive. In fact, the richness in the overlapping between curriculum and co-curriculum is appreciated and encouraged. Formal and informal linkages are addressed later in this section.

The mention of "an intentional focus" in the definition is deliberate in order to allow for other focuses within activities, many of which may not be educational or developmental. This is addressed below in the section on the extra-curriculum. The focus of a co-curricular event may be intentional on the part of the planner or facilitator or on the part of the student. This emphasis on intention is important, especially within the context of multiple focuses. For example, a student may attend an art exhibit because her friend's works are displayed, while another student may attend with the intention to increase her understanding and appreciation of various art forms. In another case, an art instructor may make special reference to the exhibit in a class; ensuing class discussion adds a co-curricular value to the experiences each student had while viewing the displayed art pieces.

Because the co-curriculum is a bona fide part of the total Design for Choicemakers, there is a need for administrative coordination and quality monitoring of the co-curricular offerings. Most significant is the need to strive continuously for the addition of meaning to such experiences where intended. This challenge for quality monitoring is an all-campus concern which is met through the Co-Curriculum Committee.

The Co-Curriculum Committee was established to serve the following purposes:

1) to foster intentional growth in the desirable characteristics;

2) to foster communication of the role and value of co-curricular learning to the entire College community;

3) to encourage dialogue throughout the College about curricular-co-curricular linkages;

4) to act as an advisory body to the coordinator of the Development Portfolio/Transcript Program;

5) to oversee the development and refinement process of the co-curriculum, including the creation of a construct for explaining and understanding intersections of the co-curriculum and growth in the desirable characteristics;

6) to assess the quality of what is called co-curriculum, including periodic evaluation of co-curricular activities, programs, and opportunities.

The Committee, comprised of representatives from the academic, student, and pastoral affairs areas, is responsible to the Triangular Council of the College.

Linkages between Curriculum and Co-Curriculum

Because we accept that curriculum and co-curriculum have a natural overlapping that should be appreciated, linkages are encouraged and developed. The example given above in which the art instructor facilitated a discussion about the merits and meanings of exhibited art is also an example of a linkage between curricular and co-curricular activity. Such linkages are particularly important in light of developmental findings that show facilitated reflection following an experience helps integration of meaning within the student. Wherever possible, co-curricular experiences are identified and communicated in advance to faculty and staff to encourage curricular linkages.

In order to present CST's educational plan for breadth and depth more clearly, it will be helpful to consider here the overall structural design, first in a chart and then in brief explanation of the elements of the chart.

CST: DESIGN FOR CHOICEMAKERS	CURRICULUM	CO-CURRICULUM
Basics	Basic Skills Courses	Residential Living; Student Rights and Responsibilities
Breadth	Freshman Liberal Studies Core Courses Senior Seminar	Intentional Co-Curricular Experiences of Many Types
Depth	Major Programs	Intentional Co-Curricular Experiences of One Type
Additional Choices	Elective Courses	Extra-Curricular Experiences

C. BASICS IN CURRICULUM AND CO-CURRICULUM

In the curriculum, the basic skills courses, Rhetoric I and II and Basic Mathematics, develop students' foundation skills and are, therefore, preparation for breadth and depth and elective courses. They are intended to address directly the desirable characteristic, Communication. The delivery of co-curricular basics is parallel to the administration of the curricular basic skills courses.

Residential living at CST addresses specific basic interpersonal skills, just as the curriculum addresses specific basic academic skills in foundation courses. The residential, co-curricular experience relates to many of the desirable characteristics. The development of characteristics needed for social relationships including tolerance, effective interpersonal relationships, and community citizenship is specifically addressed. In addition, the residence life staff--professionals and student resident assistants--are

trained to help students in the development of characteristics relating to autonomy. This includes helping students to develop an understanding of self, to carry out planned activities, to cope with problems, and to recognize their interdependencies.

Other basic components of self development are encouraged in the following ways: enforcement of the Statement of Student Rights and Responsibilities; self-governance through Student Government and Residence Councils; peer justice through Student Judiciary; living options which emphasize the variety of student needs and provide choices within the residential context; advice and guidance from staff regarding roommate relationships, conflict resolution, governance, and so forth. In addition, each student takes the Student Development Task Inventory (SDTI) upon entering CST and is invited to discuss her scores and to set growth goals. The SDTI measures autonomy and social development needs.

D. BREADTH IN EDUCATION

1. Breadth in Curriculum

It is a well-documented fact that breadth in liberal learning enhances and makes possible a richer expertise in the professions or any area of specialty. Thus, the breadth component of the curriculum permeates the depth component and provides the basis for informed decision-making in the elective areas.

Introduction to Liberal Studies

The freshman course, Introduction to Liberal Studies, is designed to

address four main areas as preparation for holistic learning within the CST curriculum:

1) critical reasoning skills;

2) modes of knowing;

3) values clarification;

4) creative life planning.

The course instructors utilize various approaches to the objectives and consider interdisciplinary content. Co-curricular experiences are incorporated. Faculty and staff who teach Introduction to Liberal Studies have a commitment to liberal learning and to the Design for Choicemakers Program. Collaboration and flexibility are hallmarks of the instructors of this course. Provision is made for individual and team teaching.

Faculty and staff prepared for the course through their participation in the Northwest Area Foundation-funded summer institutes at CST from 1978 through 1982. These five years of preparation laid the groundwork in the creation and implementation of a unique course which successfully applies human development theory in education. The College now continues the preparation of teachers for Introduction to Liberal Studies by providing institutionally-funded inservice education.

Core Courses

The Core, at CST, refers to a set of courses designed to provide breadth in disciplines with which each liberally educated person should be conversant. Students have an opportunity to choose their required 48 core course credits from over 90 courses in six major areas: humanities,

social and behavioral sciences, natural sciences and mathematics, fine and performing arts courses or activities, religious studies courses or activities, and physical well-being courses or activities. Approximately 16 credits of these should be upper division. The core courses are designed to provide the student with experience in various modes of knowing, approaches to learning, and methods of integrating learning. Each course must address certain desirable characteristics as illustrated by the charts on the following page.

Considerable effort has been expended to guarantee the integrity of core courses as a breadth component of the Design for Choicemakers Program. First, all core courses must be approved by the Curriculum Committee which evaluates the extent to which each core course contributes to the development of one or more of the desirable characteristics. Second, core course faculty have participated in syllabus-writing workshops and summer institutes which have led to improved delivery of core course material. As part of their workshops, core course instructors are acquainted with the common learning intended in the freshman course, Introduction to Liberal Studies. Finally, the syllabus for each core course must include objectives addressing the desirable characteristics to be developed directly by it. Examples of syllabi are provided in Appendix 2.

Evaluation is also utilized to guarantee the integrity of the core courses. Originally the core course evaluation instrument was uniform for all areas and attempted to measure growth in all desirable characteristics. However, because a particular core course is not expected to develop all desirable characteristics, the evaluation instrument

COURSES REQUIRED

Introduction to Liberal Studies (4 QH)
Humanities (12 QH)
Physical Well-Being Course/Activity (4 QH)
Social and Behavioral Sciences (8 QH)
Fine & Performing Arts Course/ Activity (4 QH)
Natural Sciences & Mathematics (8 QH)
Religious Studies Course/Activity (4 QH)
Senior Seminar (4 QH)

DESIRABLE CHARACTERISTICS DEVELOPED

Each core course may develop one or more of the desirable characteristics above.

evolved to its present form so that each core area is evaluated on objectives specific to its content and process. Examples of evaluation forms are presented in Appendix 3. Evaluation instruments also provide for student input regarding unintended outcomes. Evaluation data have been positive, and instructors testify to increasing consciousness within students of integration of the single course into the entire program and of their development in the desirable characteristics. See Appendix 4 for anecdotal evidence from a core course examination, Masterpieces of Literature.

Because a student whose major falls within a particular core course category acquires substantial learning in that core area, the notion of the "floating" core course came into being. A student may substitute core courses from an area other than the major for the major core requirement. For example, a music major need not take core courses in the fine and performing arts but might take more than the eight credits required in science and mathematics or the four credits required in religious studies; or she might take interdisciplinary core courses which are also part of the "floating" core. Policy on the use of the "floating" core courses and the list of core courses not eligible for a given major are clearly delineated in the Academic Advisers' Manual and in a policy statement from the Office of Academic Affairs.

The general expectations of each of the core areas may be described as follows:

Humanities

The common aim of these courses is to encourage an understanding of ideals, values, and experiences in a cultural and aesthetic context. Courses convey experience in the humanistic mode of apprehending and show how great authors, artists, and thinkers have developed distinctive statements about the universal values of human experience. The overall aim in this area is to study human experience in its depth, breadth, and variety insofar as possible within the limits of a college program and to realize how such understanding of human experience contributes toward the development of a fuller life.

Social and Behavioral Sciences

The common aim of these courses is to assist students in comprehending behavior patterns and value orientations of individuals and of groups of people in a variety of cultural contexts. These courses devote attention both to personal and interpersonal perspectives and to group and societal levels. As much as possible, students develop their analytical skills as they come to understand contemporary society, social and moral issues, and the challenge of responsible citizenship in a world community.

Natural Sciences and Mathematics

The common aim of these courses is to help students increase their scientific and mathematical literacy. They attend to the nature of the knowledge and methods used in both the natural sciences and mathematics. The courses develop a general understanding of the role and effects of

science and mathematics in a technological society, within a global and historical context, and include a serious consideration of the ethical issues raised by such a study.

Fine and Performing Arts

The common aim of these courses/activities is to foster an understanding of major forms of artistic expression; to provide an opportunity for appreciation and participation in a variety of cultural and artistic experiences; and to encourage active participation in conveying meaning through artistic and creative experiences. A basic aim of this area is to provide a balance between cognitive and affective learning opportunities.

Religious Studies

The common aim of these courses/activities is to foster an understanding of the student's religious and faith heritage; to help each student to develop respect for the creeds, value systems, and actions of others; and to encourage the student to act in accord with a personal creed and value system. These courses/activities are designed to help the student integrate values in the areas of intellectual skills, personal development, and decision-making.

Physical Well-Being

The common aim of these courses/activities is to help the student realize the concept of total health and physical well-being. They assist the student in developing individual talents and capacities related to

physical activities. They also provide opportunities for interaction and interdependence in group activities. These courses help students understand how to make appropriate decisions about health care, nutrition and other dimensions of wellness.

A core course, Psychology and Literature, is used here to illustrate how some of the goals in the core--and the integrating efforts of the entire Design for Choicemakers Program--are being achieved.

PSY/ENG 265 Psychology and Literature

The course "Psychology and Literature" provides a concrete example of how core concept requirements are met through a traditional course. The major theme of the course is the issue of freedom versus constraint in behavior and life choices. The primary psychological perspectives include analytic psychology, behaviorism, and the humanistic-existential movement. Works of literature have been chosen to illustrate the human and artistic response to the issues and dilemmas raised. The general goal of the course is to provide greater insight into artistic and psychological themes as well as to promote self-understanding. The course's general objective is to acquaint students with a seminal body of literature from a psychological perspective. The outcome should be greater insight into the literature as well as psychological theory. An additional outcome is the introduction of an important area of literary criticism and analysis. Other objectives of the course follow:

1) to enhance critical thinking in the approach to literature through psychological theory;

2) to develop communication skills through written and oral assignments;

3) to promote aesthetic development through the examination of literature;

4) to promote philosophical, historical, and cultural understanding of basic human issues through psychological theory;

5) to examine themes in the chosen works and theory with special relevance to students' concerns about self and their relationship to society and its institutions and in this context to promote attention to values and individual decision-making.

Senior Seminar

The Senior Seminar serves as a culminating experience of the breadth component of the curriculum. This course is designed as an integrating and synthesizing experience enabling the students to draw together their total previous learning experiences and to focus these on continuing personal development and life-long learning in the areas outlined in the Desirable Characteristics List. Elaboration on these goals is given in Chapter III, section A.

The Senior Seminar is staffed from a pool of faculty from the academic affairs, student affairs, and pastoral affairs areas. The faculty pool arrangement provides for a variety of approaches to learning, flexibility of scheduling, and greater faculty/staff involvement. Senior Seminar faculty, in order to succeed with the reflective nature of the course, must exhibit openness, creative response to student input, and willingness to join the students as co-learners. The College provides institutionally-funded inservice education for the preparation of Senior Seminar teachers.

Senior Seminar faculty development is a continuing process whereby experienced instructors initiate and mentor new instructors and at the same time are enriched and stimulated by them. This process of faculty development also provides for the desired evolutionary character of Senior Seminar, allowing it to continue to carry out its purpose in the midst of changing circumstances.

2. Breadth in Co-Curriculum

Parallel to the concept of breadth in the curriculum is that of breadth in the co-curriculum. Breadth refers to co-curricular possibilities that address a variety of characteristics from the Desirable Characteristics List. Breadth refers to the selection of types of experiences from across all clusters. A student may choose to "mix-and-match" co-curricular and curricular offerings to fill out her breadth choices, adding co-curricular experience to supplement what she is learning in a course or using co-curriculum where she has not have curricular experiences.

The Co-Curriculum Committee exists to identify and promote co-curricular offerings, to support inservice for students, faculty and staff, and to encourage learning and meaning in these breadth activities.

A variety of activities and experiences are provided for breadth as well as depth of involvement in several general areas. These general areas address outcomes described throughout the Desirable Characteristics List. Below are the general areas and representative activities and opportunities. These are clustered with exqmples of intentional focuses.

ALL-COLLEGE ACTIVITIES

	Some Outcomes
Choicemakers Series Peace and Justice Groups and Events Women's Series Focus Days	--evaluation of and choice from among alternatives --acknowledgement of the presence of mystery in life --interpretation of current problems within a variety of perspectives --understanding of the value systems of society --development of and fidelity to commitments --application of one's values to important life decisions

CULTURAL ACTIVITIES AND EXPERIENCES

Art Exhibitions Theatre Music, or Dance Productions Attendance at Same Liturgical Ministries Film Series Coffeehouses	--sharing meaning through creative/artistic experiences --appreciation of cultural/artistic experiences --teamwork --growth toward healthy self-concept --critical thinking --awareness of personal values and beliefs --integration of belief and practice with personal faith --response to God's revealing of self

INSTITUTIONAL SERVICE WORK/STUDY

Campus Hostesses RAs SOLs Work Study	--opportunity for service --application of abstract concepts to concrete experience --leadership skill development --teamwork

	Some Outcomes
LECTURES, WORKSHOPS AND RETREATS	
Planetarium Series	--application of abstract concepts to concrete experiences
Leadership Development Workshops	--growth toward healthy self-concept
Personal Development Workshops (study skills, time and stress management)	--strengthening personal gifts --learning toward meaningful life in a technological society
Career Development Workshops	
Retreats	--application of one's values to important life decisions
Genesis II	
OFF-CAMPUS LEARNING AND DEVELOPMENT INVOLVEMENTS	
Study Abroad	--action to complete personal goals
Internships	--interaction with a variety of people
Volunteer Service	--application of abstract concepts to concrete experience
Appalachian Trip	
PHYSICAL WELL-BEING	
Athletics	--movement of group toward a goal through cooperation
Intramural Participant	
Wellness Focus	--attitudes, knowledge and skills for healthful living --tolerance
SELF-INITIATED STUDY, DEVELOPMENT, AND ENRICHMENT	
Student Development Portfolio	--reflective thought --action out of one's self-awareness to complete personal goals and planned activities --formulation of education, career, and life goals --integration of the educational experience
STUDENT CLUBS AND ORGANIZATIONS	
Student Government	--understanding of the values systems operating in society
Departmental Clubs	
Publications	--demonstration of citizenship and service

STUDENT CLUBS AND ORGANIZATIONS (cont.)

	Some Outcomes
Class Activities Teams	--leadership skills development --analytical reasoning --application of knowledge from an undergraduate major field --effective written and visual communications --development of and fidelity to commitments --application of abstract concepts to concrete experiences

TRADITIONAL EVENTS

Avilafest 1001 Donuts Pledge Day	--artistic expression --interaction with many individuals --movement of a group toward a goal

E. DEPTH IN EDUCATION

1. Depth in Curriculum

A most important choice made by the student during her college experience is the choice of an academic major. The required courses for a major constitute approximately one-third of the student's credits. Some variation in the number of credits is permitted in order to meet accreditation standards of the major or program. The main goal of the depth requirement is to provide professional or pre-professional education in the context of liberal learning. Students acquire professional competencies in their chosen fields of study in order to fulfill their service roles in society in a responsible manner.

The required related courses are essentially of two types. Some are in a closely allied field and support the major courses directly.

Others are unrelated in terms of discipline, but are required for certification or accreditation, e.g., humanities courses are required of education majors. The courses may be considered under depth requirements, or they may in some instances be satisfied through core requirements.

The College of Saint Teresa offers 40 fields of study:

- Accounting
- Art: Studio Art
- Art Education: K-12
- Art Therapy
- Biology
- Business Management
- Church Music
- Computer Science
- Criminal Justice
- Dance: Ballet and Modern
- Dance Therapy
- Dietetics
- Education: Non-School Setting
- Elementary Education:
  - Subject Areas
  - Mental Retardation
  - Early Childhood
- English
- Foreign Languages
- Gerontology
- History
- Journalism and Media
- Mathematics
- Middle School Science Education
- Music
- Music Education: K-12
- Music Therapy
- Nursing
- Pre-Law
- Pre-Medicine
- Psychology
- Religious Studies
- Secondary Education
- Social Sciences
- Social Work
- Speech Pathology
- Statistics
- Theatre

CST offers degrees on a cooperative basis in:

- Engineering
- Medical Technology
- Physical Therapy

Academic divisions are encouraged to "strand" or integrate into their major programs opportunities that facilitate student growth in the desirable characteristics. An illustrative example is given here. Other approaches are possible.

Addressing the Desirable Characteristics in the Communicative Disorders Major

The Communicative Disorders Division has developed an evaluative tool which assesses the division's ability to facilitate student growth in accord with the Desirable Characteristics List. Specifically, the evaluative tool concentrates on the clinical practicum and student internship experiences. These experiences are viewed as critical activities in the professional development of speech and language clinicians. Here the students must draw upon the culmination of their prior professional and liberal education and necessarily exercise all of their personal characteristics as well as their personal values.

This evaluative instrument enables practicum students to assess divisional fostering of their attainment of the desirable characteristics. Components include student evaluation of

1) the Communicative Disorders curriculum;
2) the practicum experience; and
3) the supervisor's/instructor's role in skill development.

The evaluative instrument is introduced early in the division's curriculum and is the focus of periodic divisional discussion. It is believed that this tool encourages communication between faculty members and students regarding the division's commitment to the goals of the Design for Choicemakers Program. Furthermore, this instrument may be directly applicable to other programs which offer practicum experiences, such as Social Work, Nursing, the Expressive Therapies and Education.

The first draft of the evaluative tool described above is included in Appendix 5.

2. Depth in Co-Curriculum

Parallel to the concept of curricular depth, though not identical to it, is depth in the co-curriculum. Depth in the co-curriculum is highly unique and individualized. It involves the assumption of intentionality on the part of the student. Also necessary is a broad, flexible structure of co-curricular opportunities as well as human and material resources for support and guidance. A depth specialization may be focused upon a specific skill, talent, characteristic, a specific co-curricular opportunity, or a specific theme, such as women's issues.

Intentionality of the Student

Because there is no "requirement" for the development of co-curricular depth, the choice belongs to the student. She may choose to develop depth in a co-curricular activity, or in a characteristic, for any of several reasons. For example, she may want co-curricular linkages with her curricular depth focus. Thus, a student expecting to work with young children as a teacher may be interested in co-curricular opportunities that involve volunteerism with young clients. A student may choose a depth project in co-curriculum because she feels it is an area that her studies have not sufficiently covered. Consequently, a science major may specifically seek to attend and participate in a variety of cultural and artistic events. Another example may be a

focus on developing interpersonal skills. Other students may find that focusing on certain themes--such as leadership, women and society, spiritual development--will help round out their personal and professional growth.

Focus

As stated above, the focus of a student's co-curricular depth project should be specific and will be unique to the individual. Below are three different depth examples.

Student A - Focus: leadership development

Co-curricular opportunities:

--functioning as secretary of a departmental club
--acting as SG corridor representative or as chair of a commission
--attendance at officer skills workshop
--participation on officer skills workshop planning committee
--volunteering for Muscular Distrophy Dancathon Committee

Student B - Focus: development of habits of healthful living

Co-Curricular opportunities:

--using Development Portfolio and mentor to set objectives
--attendance at jazzercise and aerobics classes
--participation in Body Image Workshop and other wellness activities
--joining stress management workshop group
--participation on intramural volleyball team

Student C - Focus: spiritual development

Co-curricular opportunities:

--planning liturgies
--participation in a spiritual growth program such as Genesis II
--functioning as leader in liturgical celebration
--membership in Pax Christi/Bread for the World
--seeking spiritual direction

Structure of Co-Curricular Opportunities

All the co-curricular experiences that provide breadth can be called upon to provide depth in individual cases. In addition, unique community opportunities can become co-curricular depth experiences. For example, volunteering at Birthright could support a student's intention to develop any of several characteristics, such as responding personally to God's Self-Revelation in her life, or demonstrating community citizenship.

Human and Material Resources

The College provides many support and guidance resources for the student who intends to develop a depth focus, not the least of which is the Development Portfolio/Transcript Program and the mentoring system (see section G below). Other human resources available for the student's choosing are academic advisers, student organization advisers, work supervisors, community personnel, reference librarians, etc. Resource materials are also available throughout the campus, the Library being the most obvious and complete resource. There are also packets of specialization: The Student Development Center resource room houses career development materials as well as leadership and stress management resources.

F. ADDITIONAL CHOICES IN CURRICULUM AND CO-CURRICULUM

Besides basic skills and breadth and depth courses in the curriculum, the elective courses constitute a rich pool from which the student may choose

diverse and challenging study opportunities. The student chooses electives (about 60-70 quarter hours) to increase a broad base of knowledge or to complete a second area of concentration. These courses are chosen by the student in terms of her unique interests and needs.

Providing students' "additional options" related to the co-curriculum depends on our preserving the integrity of the extra-curriculum. Many activities and opportunities at CST serve as both co-curriculum and extra-curriculum. Co-curricular opportunities by definition address by intention one or more desirable characteristic(s). However, student intention may often be relaxation, killing time, or another "non-learning" intention. For example, any film in the film series may be a co-curricular activity for some students and relaxation for others. Students need the room to choose freely and without force. It is important for the College to refrain from explicitly expecting co-curricular outcomes for students from every on-campus experience.

G. DEVELOPMENT PORTFOLIO/TRANSCRIPT

The CST Development Portfolio/Transcript Program is an opportunity for a student to grow in self-devised and self-directed holistic and integrated learning. In this program, the student initiates, develops, and completes personal growth experiences that may be given form in development projects and/or development transcripts.

The development profile is basically a "log" of the student's learning experiences, be they curricular or co-curricular. Keeping the log, quarter

by quarter, is a consciousness-raising activity that enables, even if it be in a small way, the integration within the student of her entire educational experience at CST.

Development projects are formulated by students and run the gamut in variety. The project may

--be carried out by any student at any stage of college, in any area of life: intellectual, emotional, social, physical, spiritual;

--be aimed at developing one or several of the desirable characteristics set as educational criteria at CST;

--bridge and integrate in-class and out-of-class learning as well as on-campus and off-campus experiences;

--have as much or as little structure as the student desires;

--involve the student by varying degrees of consciousness in her educational experience at CST;

--be initiated, developed and completed with or without the help of a mentor;

--range from very public to very private content and process;

--cover any time span from one week to four years or more;

--lead to the formulation of a development transcript in the senior year if the student so chooses.

The following list gives examples of development objectives CST students have elected in their personal growtn projects:

--to become acquainted with the arts by attending cultural events

--to identify and develop my leadership qualities

--to grow in prayer and spiritual depth

--to research the background of my chosen profession of nursing

--to develop leadership as a rural woman

--to learn three creative crafts to enhance my applied art major

--to develop assertiveness and self-assurance

--to learn how to handle my personal finances

The Coordinator of the Development Portfolio/Transcript Program is responsible for the following functions:

1) to invite students individually to the Development Portfolio/ Transcript Program;

2) to be available to individual students regarding portfolio and growth projects;

3) to refer students to academic advisers and Registrar in decisions regarding academic major, withdrawal, leave, etc.;

4) to interview and work with individual seniors on development transcripts if the students so choose;

5) to provide mentor training;

6) to act as consultant to mentors;

7) to regularly evaluate portfolio and transcript design;

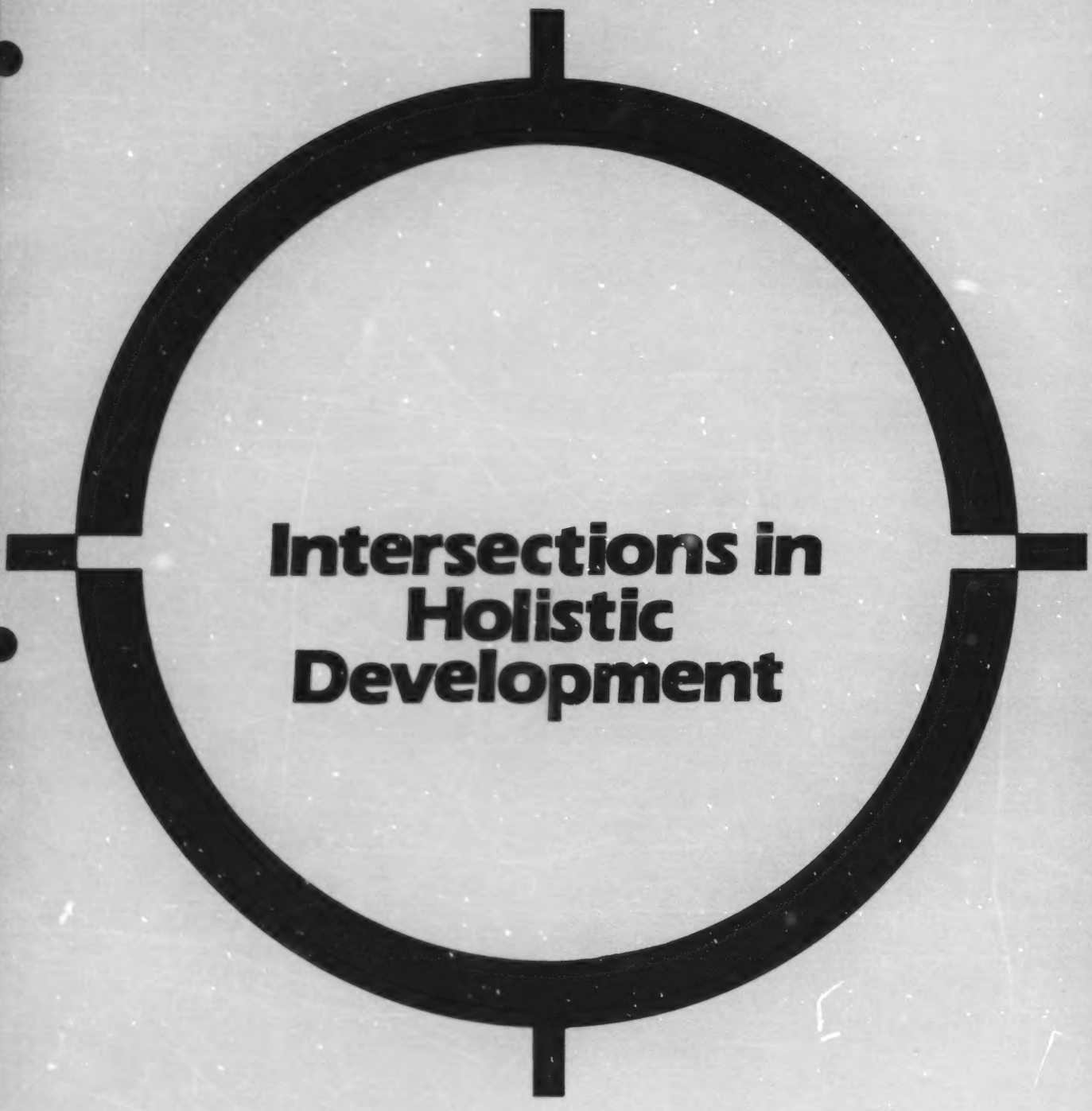
8) to facilitate networking with other interested institutions;

9) to work as a member of the Co-Curriculum Committee;

10) to administer the Development Portfolio/Transcript Office.

This manual contains, in a separate division, a copy of the Development Portfolio/Transcript materials that serve as a nucleus around which the student may build an actual portfolio. The student's portfolio is contained in a large expandable envelope with compartments that allow classification of portfolio materials. In 1982-83 the Behavioral Sciences Division studied the integration of the Development Portfolio/Transcript with major programs within the division. A description of the study is found in Appendix 6.

II.



Intersections in Holistic Development

CHAPTER II: INTERSECTIONS IN HOLISTIC DEVELOPMENT

"Students talk about fragmentation--about getting bits and pieces of information. They do not talk about living in a community in which they feel that the various parts of the community are working together to help them with this issue. I believe that most colleges and universities have all the "parts" (career centers, counseling centers, orientation offices, activities offices, faculty, advising centers, offices of experiential learning) but little integration and coordination. What is needed is an issue focus and a will to work together to provide an environment that is coherent and that fosters the ability of students to make contacts between and among all the various parts which compose the total learning experience."

--L. Lee Knefelkamp

"More and more I appreciate the richness of experience that CST faculty and staff people bring to the campus--an enlightenment of the 'little world' that CST can become. I can think of countless interactions from which I've come away immediately changed--with my teachers, the residence staff, in the bookstore, at the library--accidental encounters as well as planned meetings. I am increasingly made aware of the deep impact that a single encounter may have on my life. I respect the faculty and staff at CST for taking the responsibility and the risk of reaching out and teaching me to share myself, too."

--CST student, class of 1985;
quotation taken from a
response written as a
sophomore, 1982-83.

INTRODUCTION

Most of us, as faculty, staff and administrators in the college setting, have experienced being typified in terms of our work function--and, usually, in terms of a single, primary function. In developing our model of holistic collegiate education, we have worked to become more aware of students as immensely rich, multi-faceted human persons. We have, coincidentally, increased in appreciation of each others' versatility and flexibility. Our collegial lives have begun to intersect in ways that reflect our awareness of our own rich humanness. We acknowledge and affirm the myriad ways in which we contribute to the holistic experience of students, and we begin to enter into these roles more confidently, consciously and competently.

This second chapter of this Operations Manual delineates the many roles through which our faculty and staff intersect with students and with each other. "Intersections," the title of this chapter, is taken here to designate meaningful interactions, "meetings" in the sense of Martin Buber--consciously living in interaction with other human beings. Some of these intersecting roles of the faculty and staff are carried out as job-related activities, and some quite informal and individualized. All of them are essential to the promoting of students' realizations of their self-identities, their current activities and programs, and their life plans.

We have engaged, during the five years of the design and implementation phases of our programs, in a great variety of faculty development activities to assist us in exploring and experimenting with these expanded roles. Summer institutes and planning sessions; task forces, teaching teams and advisory groups, special

interest and skills workshops, evaluation and assessment involvement; all-college conference days and working sessions with external consultants--these are only some of the development projects which have enabled us to study and reflect, propose and debate, refine and adopt. We have become, through our interaction with each other, more adept in inspiring, confronting and motivating one another; we have discovered new meanings of mutuality, reciprocity, and trust in our relationships with students and with each other.

New faculty and staff members who come to work with us will benefit from continuation of most of these development efforts. The institutional orientation programs, the services of the Faculty Development Center, the ongoing special interest study groups, and the divisional self-studies will all serve to acquaint our new members with the richness of the professional roles here at the College of Saint Teresa. The mentor whom the Academic Dean suggests for each new faculty member serves as a referral agent to role models and personnel resources for them, as do the student development and pastoral teams for the new members in their areas. All faculty and staff members receive written descriptions of the varied services in faculty and staff development which the college provides to enable them to assume their new roles as efficiently and effectively as possible. Brief descriptions of these services and resource-sharing are included in Appendix 7.

The rest of this chapter is devoted to an elaboration of each of the intersecting roles, including an operational definition in the context of our program and particular examples.

It is important, before we go on, to explain why "teaching" is not found among the thirteen roles considered in the following pages. "Teaching" has not been listed because it is so all-encompassing that it needs to be broken down into all of the categories described. In education at CST, the focus is on learning. "Teaching," though often used interchangeably with "instructing," is more importantly the facilitating of learning. As educators, we all assume the role of teacher in one capacity or another, whether we are administrators, faculty instructors, pastoral team members, librarians, student affairs staff, or other service personnel. Whether we mainly coordinate, instruct, advise, coach, supervise, or serve students in some other role, we teach--even if only by example--or, perhaps, mostly by example.

A. ADVISING/GUIDING

The advising relationship is one in which the faculty or staff member, usually acting in a designated and professional capacity, offers information and resources to support students' real decision making. At CST, official advising capacities range from admissions advising or counseling to student organization advising to supportive academic advising. At times, the advising process involves instruction--such as informing the student of requirements and roadblocks. Sometimes, it provides guidance for the consideration of the student. At other times, the process is giving advice in the truest sense--allowing the student to choose the course of action.

In any case, the adviser or guide considers the whole person and invites her to attend to all aspects of life so that integration can be possible.

Examples:

Academic Advising: Members of the teaching faculty support students in decisions regarding choice of major, procedures related to the student's academic life, and course selection. These faculty members exhibit interest in the student's total development by supporting choices toward both curricular and co-curricular learning and by taking time to listen to the student's own delineation of her progress in integrated growth in the desirable characteristics. When the need is indicated, advisers refer the student to experts who can deal with the need, e.g., psychological counselor, physician, career counselor, spiritual director. Responsibilities of the Academic Adviser are outlined in the Academic Advisers' Manual.

Advising in Study and Test-Taking Skills: Members of the Academic Support Center, as well as classroom instructors, often advise and guide students on how to study and how to take tests. This help is especially important for those students, who for some reason, need extra help in reading, in organizing, and in managing their time.

(over)

Career Counseling: The Director of Career Planning and Placement serves as the primary career counselor for CST students. Faculty and staff members who model a given career or teach about various careers in their field also advise students who are in the process of choosing a career.

Advising a Student Organization: Faculty and staff members serve as advisers to student organizations and classes either as a consequence of position description (e.g., Student Government Adviser) or by choice of students and consent of adviser (e.g., Junior Class Adviser). This type of advising, if done well, facilitates development in autonomy and leadership as the adviser urges and supports the organization officers to do their own planning and implementing of program activities. Responsibilities of Student Organization Advisers are outlined in the Organization Advisers' Manual.

Advising in Stress Management: Staff and faculty members are often in a position to help students help themselves by advising them toward stress management. In addition, a team of staff and faculty members are trained to provide programming to students in stress management skills. The focuses of the programs are time management, spirituality, communication, nutrition, exercise, and physiological effects of stress.

Health Center Wellness Program: The Director of the CST Health Center provides services and materials that constitute advising students toward wellness.

Spiritual Direction or Guidance: Persons experienced in the ways of human spiritual development act as companions and guides to students who express a desire for such guidance. The occasion may be a personal crisis or a normal realization of a desire for greater spiritual depth.

B. COLLABORATING

To collaborate is to work together, especially in a joint intellectual effort. The faculty or staff member as collaborator works with students on a coequal basis, with each bringing her/his own expertise to the effort. The primary purpose of the collaboration is for the greater good of the division or college community, rather than the individual development of the student, as it is with most of the other roles assumed by faculty or staff members.

The collaborative effort may begin with an invitation to students to participate with faculty, staff and administration. However, it might also begin at the request or instigation of the student(s). Among the many forms collaboration takes at CST are all-college committees, academic committees and department meetings, and work or study experiences that involve the student in staff responsibilities.

Examples:

Curriculum Committee: Faculty from academic affairs, administrators, and two students appointed by Student Government serve together on the committee in curriculum planning, evaluation, and decision-making.

Department Meetings: Academic department members invite student representatives to develop policy and make decisions affecting the department.

Leadership Network: Staff and faculty members work with student leaders to insure carry-through in leadership training and development.

(over)

Resident Assistant Program: In conjunction with the Director and Assistant Director of Residence Life, students assume responsibility for promotion of a healthy living-learning environment in CST residence halls.

Telethon Effort: Faculty, administrators, staff and students work as equals when they volunteer to help with the Alumnae Office Telethon in an effort to raise money for scholarships and other needs of the College.

Liturgy Planning: Pastoral team members plan liturgical celebrations in collaboration with students.

C. CONSULTING

The faculty or staff member becomes a consultant when a student seeks his/her expert or professional advice. In the process of consulting, the faculty or staff member provides information or advice in his/her area of expertise or special interests. Consulting differs from advising and guiding in that the latter typically involves a longer period of commitment between the faculty or staff member and student(s) and usually covers a wider range of topics and skills. Consulting is a relationship based specifically on the information or advice needed at the particular time.

Nearly every faculty and staff member provides informal consultation to students at various times with regard to requests for help with course work, projects, research, or recreation. In addition, formal consulting networks and referrals also exist. The Human Resource File compiled by the Leadership Network is such an example.

Examples:

Academic Discipline: Teaching faculty are consulted by students for knowledge and ideas flowing from a discipline--knowledge and ideas useful in students' assignments, activities, projects, research.

Guest Speakers: Faculty and staff members may speak to classes, sharing their specific expertise, at the request of students, in cooperation with class instructor.

(over)

Reference Library: Reference librarians serve as valuable resource persons to students who consult them in library research.

Club Activities: Students often consult faculty and staff experts in the college community in connection with club activities, e.g., in connection with artistic performance, financial skills, speaking skills, organization, conflict resolution, food preparation, etc.

Human Resource File: Faculty and staff members who have offered to students their expertise and knowledge in leadership skills are listed in a Leadership Human Resource File in the College Center, the Student Development Center, and the Department of Nursing in Rochester.

Liturgy: Pastoral Team members and other faculty and staff serve as consultants to students in preparation of liturgical elements that employ use of the arts and of Scripture.

D. COUNSELING

The role of counselor is a relatively restricted one. Counseling speaks to the use of psychological methods in assessing the interests of and giving professional guidance to individuals. At CST, psychological counseling is provided by the Director of Counseling and those qualified individuals in the Winona and Rochester communities who serve in referrals. Faculty and staff members ordinarily do not engage in psychological counseling. Appropriate referrals may be made to psychiatrists, psychologists, chemical abuse counselors, family counselors, and social workers. The spiritual aspects of counseling are referred to some members of the pastoral team.

Examples:

Psychological Counseling: The Director of Counseling, by application of sound psychological principles and expertise, provides individual counseling to those who seek help as well as those who need crisis intervention.

Developmental Counseling: The Director of Counseling provides appropriate programming and individual contact to enable the student who seeks help to function effectively in college on personal and interpersonal levels. Topics of concern may include use of alcohol/chemicals, anxiety, eating disorders, self-esteem, transition to college, interpersonal relationships, and conflict resolution.

Spiritual Guidance: Sometimes the student's situation involves a mixture of spiritual or religious and psychological concerns. In this case, the faculty and staff will often refer the student to a member of the pastoral team. This person may act as a spiritual guide even while he/she refers the student to a psychological counselor.

E. DIRECTING/COACHING

The role of director or coach is one that incorporates supervision and instruction in an intensive effort toward a goal. This effort includes instruction, demonstration, and practice and usually refers to training of performers, artists, and athletes. It can be either individually or group oriented. Among the arenas where directing or coaching is intensive are dance, music lessons, music performance ensembles, theatre productions, and team sports.

Examples:

Dance: Dance faculty by direction and example prepare students to be dancers through courses and extra rehearsals.

Theatre: Theatre faculty members coach and direct students in all the aspects of a theatre production: acting, set-building, props, lighting, costumes, make-up, publicity.

Music Lessons, Recitals, and Performance Ensembles: Music faculty members coach students in vocal and instrumental music through private lessons and preparation for recitals. Music faculty also direct or conduct vocal and instrumental ensembles in preparation for and during concerts on campus and on tour.

Sports: Coaches, who function as both academic affairs and student affairs staff, enable student participation in sports through physical education courses, intercollegiate teams, and intramurals.

F. DISCUSSING/DIALOGUING

Discussions and dialogues involve the consideration of a subject by two or more persons, in the process of which ideas and opinions are exchanged. This interaction occurs in classrooms; formal small groups, such as on Focus Day; Genesis II; informal occasions, discussions, discussions over dinner or coffee or in the hallways. The process involves recognizing and respecting ideas and opinions of all participants, faculty, staff, and students alike. An external consultant has recommended, in view of CST students' predominant learning styles, that most faculty and staff members should expand their repertoire of dialogic, interactive instructional strategies.

Examples:

Socratic Teaching Style: An instructor invites critical thinking and teacher-student dialogue through skillful questioning and guided discussion.

Faculty/Staff/Student Conferences, Symposiums, Events: Choicemakers events, Focus Days, and all-college conferences around whatever theme usually include small group process with either faculty/staff or student leaders and involve administrators, faculty, staff, and students in discussion of ideas, CST programs, and philosophy of education.

Genesis II: A pastoral team member or another faculty or staff person offering this spiritual growth program to a group of students, and possibly others, engages in discussion and dialogue that invite sharing.

G. INSTRUCTING

Instruction is the process whereby the faculty or staff member moves the student toward knowledge, whether factual or procedural. Although instruction can be informal, the formal process is the cornerstone of higher education. The instructor role is one that is assumed by each faculty member in his/her discipline. Instruction is also evident in the supervision of capstone experiences and in the tutoring, coaching/directing interactions. Informally, elements of instruction are present in each of the other roles described in this "Intersections" chapter. It becomes appropriate to instruct at various times while advising, supervising, discussing, leading, etc.

Examples:

Classroom Instruction: Faculty, sometimes with the collaboration of student and pastoral affairs staff, employ a variety of instructional strategies to teach students the content and process particular to a given course or discipline. Most of these strategies are described in the collection coordinated by the CST Faculty Development Office and created by members of the CST teaching faculty.

Laboratory Instruction: There is a special role that faculty members assume in laboratory courses in science and mathematics. This role involves many kinds of functions: giving information, asking questions, cautioning, encouraging, observing, urging toward creativity.

Studio Art Instruction: Members of the art faculty who instruct students individually in studio art perform the functions of critiquing, encouraging, and urging imaginative and creative direction in the art process. They also instruct students in the knowledge of technique and craftsmanship.

(over)

Instruction during a Student's Independent Research Project: Faculty members who supervise students doing an independent research project instruct them in research procedure, in critical study of sources, and in organizing and evaluating their work.

Instruction in Connection with a Senior Capstone Experience: Faculty who supervise a senior student in an internship or a graduation recital, or any other culminating activity in the major, instruct the student on an individual basis toward success in that activity.

Instruction during Academic Advising: At times academic advisers must instruct their advisees in areas like registration policies and degree requirements.

Instruction toward Leadership Development: In workshops and in advising student organizations, faculty and staff members instruct students in leadership skills and share information on leadership resources.

Instruction by Work-Study Supervisors: Persons who supervise student workers often instruct those students in background knowledge and procedural information necessary to do the work well.

Spiritual Instruction: Those who celebrate in liturgical and paraliturgical events often instruct the participants through interpretations of or reflection on Scripture.

H. LEADING/COORDINATING

To lead is to show others the way or to influence others to pursue some course of action or line of thought. To coordinate is to organize human activity in a common effort so that it leads to a common outcome through deliberate cooperation. Both of the above definitions describe an interaction in which a faculty or staff member assumes a responsibility to move a group toward a common goal through some kind of cooperative action. This is similar to the desirable characteristic that addresses leadership in section E of the Desirable Characteristics List.

The faculty or staff member is often called into the role of leading or coordinating an educational or institutional effort, as is evident from the preponderance of committee work. In the special role of leader, interacting with students, the faculty or staff member may be working with college-wide committees, in community involvement or on special task forces. He/she may be one of a liturgical coordinating team, or an administrator or director of an academic or co-curricular program. Often the role of leader or coordinator coincides with the collaborative interaction described earlier.

(over)

Examples:

On-Campus Leadership: In their roles as committee chairs and secretaries, as division chairs and as administrators, members of the College staff model leadership qualities for students. Teaching faculty exhibit leadership skills as they administer their courses to students. Staff persons, as they serve in various capacities at CST, show students first-hand many of the leadership behaviors the College desires to foster in its graduates.

Off-Campus Leadership: In their activities off-campus, faculty and staff members are strong influences toward leadership development in students. Faculty or staff persons act as leaders in area churches and civic groups, in political and social action. Often, such example is more effective than overt persuasion in encouraging student leadership development.

Library Support of Study: The library staff, in the many facets necessary to support the academic life of the College, coordinate and fashion the study atmosphere and use of library resources to the greater benefit of students.

Development Portfolio/Transcript: The coordinator of the Development Portfolio Program invites students to self-initiated growth projects and coordinates the efforts of College personnel in the mentoring program that accompanies the portfolio program.

Student Activities: The coordinator of student activities interacts with many students in the arrangements of calendar, spaces, and resources that work together for a lively program.

Liturgical Ministers: Pastoral team members coordinate those who volunteer as readers, musicians, communion ministers, dancers, and acolytes toward leadership in meaningful liturgies.

I. LEARNING

At times, the faculty or staff member becomes a learner with or even at the direction of students. Learning is the gaining of knowledge, comprehension or mastery of something through study or experience. The acknowledgement of learning by the faculty or staff person is a direct indication for students that learning is indeed lifelong. In addition, it encourages students to think of themselves as being able to make contributions to discussions, classes, and organizations.

Developmentally, this learning interaction places the teacher or staff person in a vulnerable position with dualistic thinking students---who might view the teacher as an oracle of truth. Neverthless, this acknowledgement that even faculty and staff members have more to learn can be very helpful in the developmental education of our students.

Examples:

Senior Seminar: The process of the course requires that the faculty member sees herself or himself as learner in order that the student can become teacher. The student rather than the faculty person identifies by her personal question the content that she will be sharing with the faculty and the other students.

Sharing New Developments in Academic Discipline: Teaching faculty prompt learning in students through showing their own enthusiasm in learning something new.

(over)

Attendance at Lectures and Cultural Events: Faculty and staff, through their own attendance, encourage student attendance at campus and community events that are stimuli for learning.

Use of Library: Students learn the way of scholarship from faculty and staff whom they observe using and/or referring to library resources.

Honor Societies: Faculty and staff members who are enrolled in and participate in the campus honor societies are encouragement and inspiration to students.

Faith Sharing: Pastoral team members and students learn from each other in the mutual faith sharing that is an integral part of Genesis II, the Catechumenate, and other spiritual growth programs.

J. MENTORING

A mentor is a wise and trusted counselor, adviser, or teacher. The relationship between a mentor and a student is often, though not necessarily, directed at a specific area of development--intellectual, character/intra-personal, social/interpersonal, spiritual, or physical/health. The mentoring relationship is typically one that develops over a period of time and may be instigated by either the faculty/staff person or the student.

Examples:

In Intellectual Growth: Faculty and staff, as trusted advisers and guides, facilitate student growth in ideas and love of learning.

In Personal/Interpersonal Growth: Students are enabled to grow in relationship with themselves and others through confident sharing and interaction with faculty and staff.

In Growth toward Physical Well-Being: Competent faculty and staff in nutrition, nursing, and physical education invite students to care of their physical and psychic selves.

In Spiritual Growth: Students who seek it are given guidance and companionship along the way to spiritual maturity by faculty and staff, especially the pastoral team members.

The Development Portfolio/Transcript Program: Faculty and staff members may be asked by students to be their mentors in connection with the creation, development, and implementation of personal growth projects within the Development Portfolio Program.

Encouragement of Journaling: Faculty and staff members who motivate and encourage students to keep journals, even if those journals are never read by anyone but the students, are acting as mentors in a unique capacity.

K. REFERRING

Oftentimes the faculty or staff person must refer a student to another source for help or information. This act of referring is responsible in that it recognizes the diversity of talents, limitations, and responsibilities among faculty, staff, and administration at the College.

The faculty or staff member should understand and be able to recognize the point at which a student needs interaction with a specialist, and the faculty or staff person should be familiar with such referral sources. The situation may call for a tutor, psychological counselor, nurse, spiritual counselor, or dean, as examples. In cases of severe psychological distress or potential harm to self or others, the student must be put in contact with the Director of Counseling or the Dean of Students. In less extreme cases, the referral is actually a strong suggestion to the student that a specialist can provide the kind of help she needs.

A list of whom to contact for specific needs is published each fall for reference to a variety of specialists and sources.

Examples:

Academic Problems and Questions: In the case of questions about a student's academic schedule, requirements or plans, faculty and staff refer the student to her academic adviser or the Academic Dean or Registrar.

(over)

Career Planning Questions: Students who would benefit from discussion or resources that will help them understand themselves better for career planning and development are normally referred to the Director of Career Planning and Placement. The Student Development Center library has many publications and materials for further research regarding discipline-specific careers. Questions may also be referred to the appropriate division's faculty.

Health Problems and Questions: Referrals for questions or problems related to physical health should be made to the CST Health Center or to the student's personal physician.

Psychological Problems and Questions: When a faculty or staff member recognizes that a student might benefit from consultation regarding any of several psycho-social problems, he/she is expected to discuss the possibility of referral with the student. Problems may range from chemical abuse or misuse, family discord, depression, anxiety, to pregnancy. The above kind of referrals would take the form of advice coupled with specific information regarding whom to see. If a faculty or staff member wishes to discuss the case with the Director of Counseling he/she should ask specific permission from the student first. Likewise, in cases involving academic needs, the Director of Counseling will ask the student for permission to dialogue with the academic adviser or teachers involved. The faculty or staff person may also wish to consult with the Director of Counseling for a referral to another counselor, psychiatrist, or specialist in the community if the student prefers.

Spiritual Life or Religious Problems/Questions: Students who ask for help that requires expertise in the ways of spiritual life or the religious dimension of life are normally referred to members of the pastoral team or to others in Winona or Rochester who are experienced in spiritual direction.

L. SUPERVISING

The act of supervision is one in which a faculty or staff member directs and inspects the performance of students. A student's major practicum requires supervision by a faculty member in that major program. In many cases, the supervisory relationship is part of a work-study program, and the supervisor is the employer. However, in both academic areas and in work-study, in both paid and volunteer supervisory relationships, the development of the student in her responsibilities speaks to the development of desirable characteristics. This is true, whether the person is a student nurse, a student teacher, or an intern in any one of many fields. It is also true, whether the student works on the switchboard, in the kitchen or dishroom, as a tutor, in library circulation, in the laboratory or as manager of the Resource Snack Bar.

Examples:

Major Practicum Supervision: Faculty in major academic areas often act as supervisors for students completing practicum or internship requirements.

RA Supervision: The Director and Assistant Director of Residence Life collaborate with but must ultimately supervise the work of resident assistants in administration of the residence life program.

Work-Study: Faculty, staff, and support personnel supervise individual students in work-study positions that run the gamut in variety: from switchboard to dishroom, from student tutoring to library circulation desk, from mimeographing to laboratory work. Such supervision can be crucial in the total educational effort of the College.

M. TUTORING

A tutor is a private instructor who gives additional, special, or compensatory instruction to students. The faculty or staff member provides individual instruction frequently and informally. However, formal tutoring also occurs in the Academic Support Center, in tutorial courses, and when students seek individual help from their classroom instructors.

Examples:

Individual Help from Classroom Instructor: Members of the teaching faculty take time to help individual students who are having difficulty with course assignments.

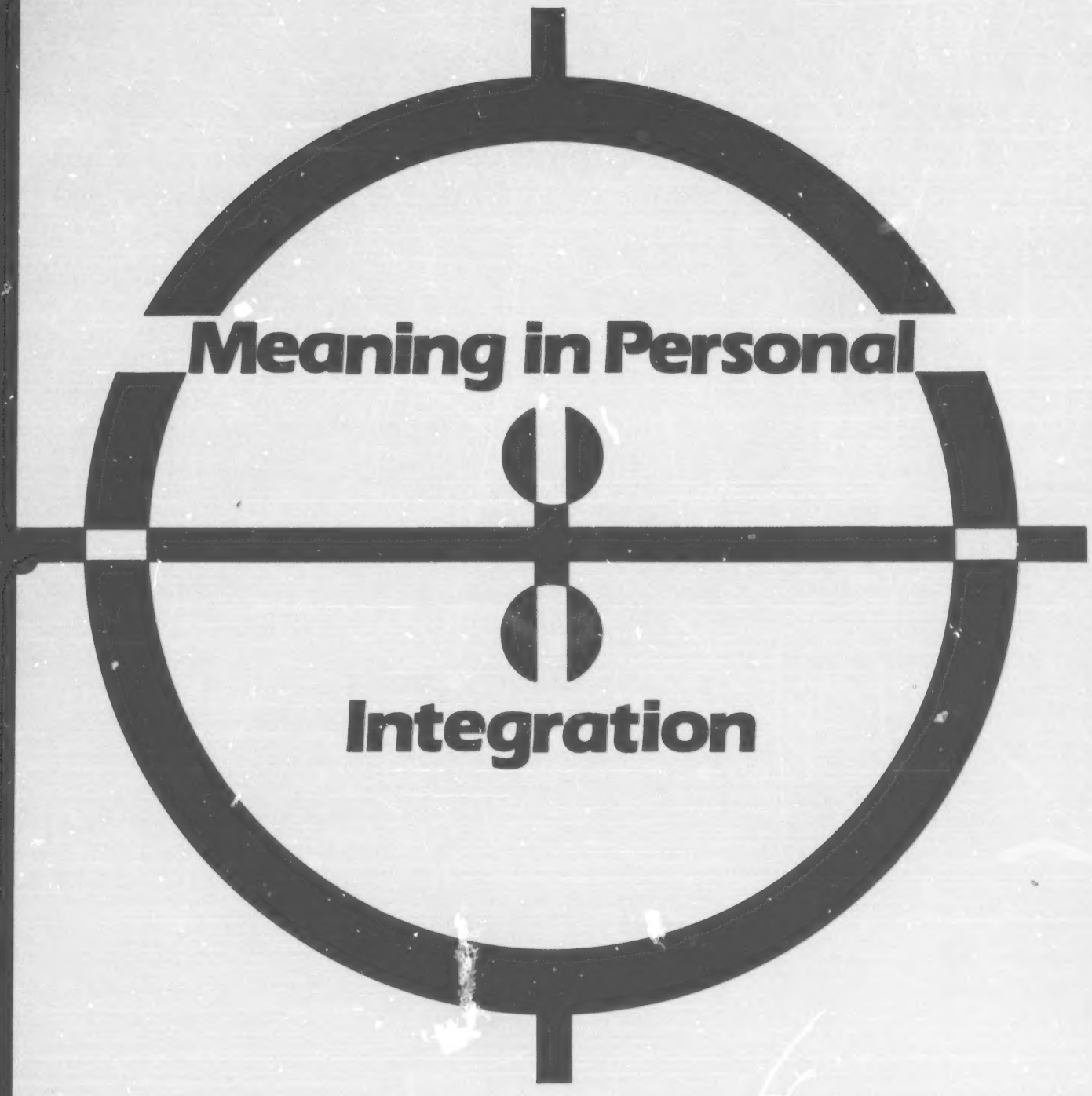
Tutorial Courses: In special cases, a faculty member may administer an entire course in a tutorial fashion to one or a few students.

Academic Support Center: Faculty and staff serve individuals and groups of students who desire to improve skills in reading, writing, mathematics and some other subject areas.

Another type of student and faculty/staff intersection that must be mentioned here is the informal everyday person-to-person meeting, whether in work or at leisure. This may happen in activities ranging from supervising an independent study to joining a department Christmas party, from advising to celebrating liturgy, from browsing in the library to orchestra rehearsal, in activities where roles drop away and we meet each other as members of a community. A special opportunity for such sharing of personhood is the CST noon hour designated for reflection and leisure.

The richness of the CST community comes from the gifted persons who constitute it. We enrich each other most when we meet person-to-person - students, faculty, staff, librarians, administrators, secretaries, other service personnel. All in all, we never know the impact we have on one another and our students, nor the long lasting effects of our meetings with each other. We know certainly, however, that from such intersections come life, hope, and mutual encouragement.

III.



CHAPTER III: MEANING IN PERSONAL INTEGRATION

"The whole contemporary climate demands that we see the dignity, the new dignity and the terrible responsibility that now belong to (us) as against almost over-whelming impersonality and the emphasis toward irresponsibility. We must face that, outer and inner, there is that which makes for meaning, that which makes for integration, that something is at work, whatever name we give to it...."

--Elizabeth Howes

"My senior year, to date, has been the most growthful for me by far. This is my peak experience. I have found that, for myself, coming to know my spiritual side was the key to tying all my past growth experiences, intellectual, emotional, moral, social, into one stupendous surge ahead. For the first time in my life, I feel as if I am a whole person, or at least far removed from the totally fragmented person that I feel I was. I know now that I am able consciously to grow, to move towards being the whole person I feel that I can be."

--CST student, class of 1983; quotation taken from a personal essay written as a senior, spring, 1983.

INTRODUCTION

A major assumption of our Design for Choicemakers Program is that education is an aspect of total human development--that it involves intentional growth in many dimensions of humanness. While this intentional, conscious development by students is fostered in many ways and by many persons in the CST setting, some components of the program have been intentionally designed as times dedicated to this focused integrative activity.

These program components are intended to facilitate illuminating self-assessment, integration, and closure. They all involve the conscious integration of the students' life experiences. They also provide for the assimilation and appropriation of the experiences, and for reflection on their meaning. Moreover, they all provide for intensive involvement in the valuing process and in the relating of knowledge and values to decision making. Finally, they provide for specific documenting of self-knowledge and self-appreciation, and for deliberate, intentional planning of new experiences.

A. SENIOR SEMINAR

The Design for Choicemakers Program is meant to be a synthesizing process in the lives of our students. We have in effect designed a loom on which the student, with assistance from the faculty and staff, is enabled to weave a tapestry of education suited to her own personal and professional goals within the framework of what we consider a liberally educated person

to be. We recognize that the student may not realize the full meaning of our educational program by the time she graduates. Nevertheless, having learned the disciplines and practiced the process within her undergraduate experience, she will be able to continue the process of liberal learning throughout her lifetime.

As a final effort to enable the student to grasp the holistic process in which she has been involved, we have designed our Senior Seminar with the purpose of providing an integrating and synthesizing experience. It draws together the total previous learning experiences of the students and focuses these on continuing personal development and lifelong learning. This course does this by way of a seminar process in which the students identify, formulate, and share questions authentic to themselves and explore, develop, and share a creative response to their questions.

The seminar process involves the students and faculty in

--the design and implementation of the course;

--the perceptive appreciation of the spiritual and material dimensions of self, society and nature;

--the integration of subjective and objective knowledge;

--reflection on personal history, relationships, values and goals;

--dialogue with co-participants;

--peer evaluation, as well as self-evaluation, and grading; and

--the formulation of student learning contracts which center on authentic personal questions and which engage all participants in the search for meaning in their lives.

B. CAPSTONE EXPERIENCE IN ACADEMIC MAJOR

Many academic major programs provide for a capstone experience in the depth component of the curriculum which is similar to the capstone experience of Senior Seminar in the breadth component. These experiences lie in a new arena in which the student can put into practice the previous knowledge, principles, and experiences of the major and assess her growth in the desirable characteristics. For example, a student teacher, a music student giving a senior recital, or a social work or communicative disorders intern needs to exercise autonomy on a new level. The intern and the student teacher may find themselves relating to individuals whose backgrounds and values are unlike their own. A student writing and presenting a senior paper in her major has the opportunity to develop a new depth of written and spoken communication as well as comprehension of the discipline. While the capstone experience provides a myriad of opportunities for the student to apply previous knowledge and assess growth in the desirable characteristics, it also ideally initiates continued focus on her life goals. Some examples of capstone requirements follow.

Student Teaching:

An education student desiring teaching licensure must complete one quarter of full-time student teaching. Student teaching takes place in an elementary and/or secondary classroom in a public or private school. The cooperating teacher is an experienced teacher licensed by the State of Minnesota. The college supervisor is a member of the CST Education Division. The experience provides for the gradual assumption of total

teaching responsibility. A student teacher usually finds that the experience provides a challenge and an expansion of her concept of personal capability. Upon completion of the experience, the student teacher ideally sees choicemaking, leadership, and service in an expanded light.

Music Major in Recital:

Music majors are required to perform once each year in a College Series Recital on their major instrument or to perform for a faculty jury. Most senior majors elect to do a senior recital in which they choose from a varied repertoire to present the complete program. These students, of course, experience in a more intensive and extensive way the learning that comes from giving a full-fledged concert preceded by months of musical preparation. Through the use of her instrument, the music major is able to convey meaning as well as demonstrate an understanding of the various musical styles. Working with one's accompanist for a performance helps to develop relationship of reciprocal respect. The student becomes very aware of the need to work effectively with her accompanist in order to give a successful performance. Sensitivity and awareness of the other's feelings are developed--in addition to sensitivity within the music. This performance requirement allows the music student the opportunity to develop good practice habits, and the ability to cope with the demands in the performance world of music. As her musical skills develop, the music major, above all, experiences great personal satisfaction in performing.

Social Work Internship:

Field work in a social service agency is a requirement for all social work majors. This internship is a block placement during which the student works in the agency on a full-time basis (40 hours per week) for one quarter (11 weeks). The field work placement is the student's introduction to a formalized professional setting in which she will have the experience of integrating theory with practice as an autonomous worker under the direction of an agency supervisor. The college supervisor is a member of the CST Social Work Program faculty. Students are involved in case situations and move quickly into assuming some responsibility for actual social work performance. This enables the student to use skills in interviewing, case assessment and planning, selection of intervention strategies, process evaluation and record-keeping. The process also provides the student with opportunities to apply her critical thinking skills and to test her competence, as well as with challenges and opportunities for value clarification and recognition of the need for self-assessment, while she operates in the systems of human services.

C. DEVELOPMENT PORTFOLIO/TRANSCRIPT

The Development Portfolio/Transcript is a process to which College of Saint Teresa students are invited during their freshman year. During their first three years, students may choose to record in their development profile the meshing of curricular and co-curricular experiences within their educational experience and to assess their growth in one or more

of the desirable characteristics each quarter. In this process, personal awareness is raised and self-consciousness is deepened in several ways, but most especially by remembering, by relating, and by reflective discussion with a mentor. Gradually, the student is able to move from what seems to be only record-keeping to an understanding of what is the major goal of the College's educational effort: student development through attainment of the desirable characteristics. She can then recognize the goals of the College in terms of her own growth. At the student's own initiative or at the mentor's suggestion, the student may design and carry out a personal growth project. For this, the portfolio contains a suggested format; however, the student may create her own format. Indeed, the student is free to select any method which works well in the context of her personality, her life style and her environment. The possibilities for growth project topics and designs are almost endless. In fact, the portfolio program is so flexible and adaptable in meeting student needs and challenging students to growth that, at first try, it may be difficult to understand. It allows the College's educational program to be "custom-built" in a unique version within each student. Some of the variety possible was mentioned above in I-G. A student, after self-assessment with respect to the desirable characteristics, may choose to strengthen either what is already a strength or what appears to be a weakness. In either case, she consciously chooses definite objectives, action plans, and evaluation plans.

Every conscious growth, in any aspect of the student's person, will deepen her life and expand its meaning. By her senior year, the student, ideally, is able to recognize the characteristics under the various forms or terms in which they may appear in her life. She is able to look at herself and at the College community and be aware of how she has intersected with that community through the choices she has made. And, very importantly, she is able to document at least some of this by drawing up one or more development transcripts that describe(s) qualities, talents, experiences she would like to set before prospective employers. Examples of development transcripts are found in the Development Portfolio/Transcript section of this manual.

In all of the above, the mentor plays a significant role as the wise and trusted person who has encouraged, challenged, and supported growth in the student. The mentor, chosen by the student, may observe the student's completion of the profile, accompany the student undertaking a personal growth project, and vouch for the student on the development transcript. Because of the uniqueness of each student and the dynamic nature of the education enterprise, perhaps the mentor's biggest challenge will be to use a new creative approach to each student's development, in the context of the College's list of desirable characteristics, and to recognize those characteristics under various names and in varying circumstances.

In 1982-83, the Behavioral Sciences Division did an in-depth study of the integration of the development portfolio and transcript with major programs in the division. The project spoke of the need of incorporating the CST mentoring-transcript program into the curricular and co-curricular interests

and activities of the CST students in the Behavioral Sciences Division. It provided

1) a refining of the instrument through input from faculty, community experts, and students;

2) the development of expertise in relating the Development Portfolio/Transcript to various major programs;

3) and a resource for the ongoing orientation of new faculty and students to this particular part of the Design for Choicemakers educational program.

The design of the study is included in Appendix 6. It will be helpful to other divisions or areas who wish to offer the portfolio/transcript opportunity to particular students.

D. DESIRABLE CHARACTERISTICS ASSESSMENT

The formal assessment of students' achievement of the desirable characteristics at the College is intended to clarify their understanding of the characteristics and to promote their integration of all of their learning-life experiences. This testing is also intended to give essential feedback to faculty and staff members about the characteristics which they most effectively, jointly, support.

The instrument, devised locally, is conceptually based on the ACT COMP instrument (College Outcomes Measurement Project). That national effort also addresses the assessment of the general functioning of liberally educated persons. The College of Saint Teresa instrument is composed of several case incidents, each with a set of related assessment items.

The cases are usually descriptions of current and futures issues in particular settings; the set(s) of assessment items for each one is/are specially related to a subset of the characteristics which span the several categories in the characteristics list. Students complete the instrument during freshman year and subsequently discuss their profiles. Then, if they become engaged in working with the development portfolio, they base their plans for intentional development on what they have learned about themselves--from the instrument and from all their other reflected-upon experiences. During the senior year, the students re-take the instrument--or take an alternate form--and consider their cumulative development.

The Desirable Characteristics Assessment Instrument has been designed, first of all, for the benefit of individuals, to support their intentional growth through the deliberate and informed use of all their conscious experiences. Secondarily, the group-descriptive information derived from the results is intended as support to ongoing program monitoring and refining by the faculty and staff. This group will be able to infer the desirable characteristics which they jointly, and cooperatively, address in their courses and programs, and they will also receive information about which of the characteristics the students perceive as most important.

Faculty and staff who are interested in reviewing the Assessment Instrument may see it in the Office of Institutional Research.

E. MEANING IN SPIRITUAL DEVELOPMENT

> "No one has known God, who has not known himself--
> fly to the soul, the secret place of the Most High."
> --Meister Eckhart

Spiritual development is the process of assuming responsibility for one's self and one's existence. It is the attitude which is opposite to blind momentum or routine existence. It is an attitude of aliveness and decisiveness. It is the personal world of conscious choice. To live a spiritual life is to accept the fact that I am myself not by accident of birth or as a consequence of a burden forced upon me, but because I choose willingly to be an active participant in my own life. The spiritual life is antecedent to religious life and needs to develop together with religious formation, or that formation will supplant the authenticity of the unique human person.

In times of change, or when new reality confronts the person, an internal growth must occur or the person may lose her own vitality. There are clear signs in our society that when people feel threatened and anxious they become more rigid, and when in doubt they tend to become dogmatic. Authoritarian, reactionary trends develop in religion, politics, education, and philosophy. Not only do our students live in a changing culture, but the very design of our educational program seeks to foster and encourage growth in the student. It follows that the entire college community must be attentive to the spiritual development of our students in a manner and pace commensurate with their growth.

The question of meaning in spiritual development also centers around the issue of what is healthy and yields a security which increases rather than decreases personal worth, responsibility and freedom. In this sense the educational program known as Design for Choicemakers is essentially spiritual because it can help the student attain a sense of her own dignity and worth; because it can increase her confidence that she can affirm values in life; and because it can help her develop ethical awareness, freedom, and personal responsibility.

Spiritual development can be described as the movement from the unconscious, unidentified life of the newborn infant to the subsequent point of personal, integrated wholeness or maturity. In this sense spiritual development is often described as a journey since it is not actually complete until we have lived the totality of our lives. The issue of meaning in spiritual development is located in the conflict between every human being's need to struggle toward enlarged self-awareness, maturity, freedom and responsibility, and the tendency to remain a child and cling to the protection of parents or parental substitutes.

A conflict between spiritual development and religious faith arises when the person wants to accomplish contradictory realities at the same time. The contradiction is that persons want to do something meaningful with their lives and at the same time want to be "taken care of" by the Church. In one moment there is a desire for meaning and value and, in the same moment, a blocking of maturity and responsibility. The person in our day who seeks values around which to integrate her living needs to face

the fact that there is no easy and simple way. The student who would grow and develop cannot merely "return to religion" any more than she can return to her parents when the freedom and responsibility of choice become a burden. She must willfully seek to transcend the less mature faith life that served in her more dependent stages of development and reach for those truths and the personal faith that will enable her to deal with the anxiety of freedom and personal responsibility. In making this distinction between spiritual development and religious formation we do not mean that one supercedes the other. They are two dimensions of the same reality needing to be integrated within the person.

In our program, Design for Choicemakers, great care has been taken to insure that each person experiences both sides of reality, the influences which bring new ideas and insights to birth and the institutions which vivify traditional values. Without the stability of essential values, change would disintegrate and disrupt healthy development.

What needs to be carefully avoided by those who have the responsibility for conserving traditional values is the "care-taker" attitude. Care-taking is reactive, creating dependency in individuals. Caring is pro-active, liberating the person toward mature freedom and responsibility. Care-taking takes the form of paternalism and maternalism. Caring moves toward interdependence, cooperation and community. The critical question before institutions today is whether they can move from the care-taking roles they have maintained in the past to become the motivating force for greater freedom and responsibility in an age of new challenges and deep social questions.

There is another aspect of spiritual development that deserves special note, especially because we are involved in the education of women. Western civilization and consequently western education have created a split-world view of reality. In contemporary life, the real world is "out there." Success is measured by how well we "make it" out in the real world. We have neglected the reality of the inner world. Feeling and instinct, intuition and imagination have been diverted from the mainstream of human life. Furthermore, these attributes have become identified symbolically as feminine, while the rational, initiating, constructing behavior is symbolically identified with the masculine world. Consciousness has become associated with the masculine world--the unconscious with the realm of the feminine. The result of this view of reality is to polarize into masculine and feminine roles and to polarize the material and spiritual worlds. The physical, conscious world becomes the domain of the man and the unconscious, spiritual world the domain of the woman.

Our educational program, and specifically the effort to find meaning in spiritual development, identifies these realities not as polarized but as <u>polarities</u>. Both men and women have within them these polarities. To integrate them into wholeness is to develop a spirituality. The spiritual person integrates elements from the conscious and the unconscious, from the outer and inner world.

The specific moments when spiritual development occurs can be related to any aspect of the educational program. In such moments the student realizes meaning in relationship to herself, and others, the world she is studying, the God she is seeking. These moments may occur in a classroom when a particular insight connects a whole world of thought. They occur in a dialogue with a faculty or staff person when a sudden realization makes sense out of confusion. The experience of music or another art form where beauty enables the student to experience a moving within her heart represents another moment when spiritual development might take place. Spiritual experiences realized in a moment of prayer or within a worship service are also moments when spiritual development takes place. Indeed, any moment in which meaning is realized contributes to the spiritual development of the student.

F. STUDENT EXAMPLES OF PERSONAL INTEGRATION

Example 1:

As a senior nursing student, I feel my perspective on my own personal growth and value formation is an important one and is a culmination of four years at a liberal arts college. When I first came to Saint Teresa's, the Desirable Characteristics List, as it is now, did not exist. I was one of the freshmen chosen to be involved in Liberal Studies. It was at that point that I began to see what liberal learning really was and how it could affect me. As I progressed in my learning, I began to see the desirable characteristics being implemented in my courses. Because

I believe in the liberal arts approach to learning, I decided to become a part of the Senior Seminar class. This course was of particular interest to me because it allowed me to reflect on what these four years have meant to me and how they have affected me as a person.

Because I am a nursing major, I have had the opportunity to study in two different types of environments. My first two years were spent on the Winona campus where it seemed things were more focused on the entire college community. The students, faculty, and staff appeared closer, and there was more attention placed on the entire development of the student: intellectual, emotional, physical, psychological, and social. As students, we were able to interact with students of all levels, freshmen through seniors, thus widening our total perspective.

In Rochester, the environment is quite different. Our time is very limited and our lives are more "scheduled." While in Rochester, I have tried to be involved in co-curricular activities, but it has not been easy. My major has demanded the majority of my time and, at first, I felt that only part of me was developing, the intellectual part. It took extra effort on my part to develop the other four areas. During this past year, I have seen many faculty members stressing the importance of taking time for "the self." Because the nursing major is demanding, it is important to take some time away from one's studies to further develop the total person.

While in Rochester, I found myself becoming much more independent. We are given the opportunity to live in the residence hall or in apartments in town. I chose apartment life which gave me much more freedom and made me more responsible and accountable for all of my actions. As nursing students, we not only are independent, but we also become interdependent. A professional nurse must learn to work as a team member for the total care of the patient. The further along I moved in the program, the more visible this interdependence became. The nursing curriculum stressed the importance of interdependency in my career, but I have also been able to apply this in my everyday life.

I feel I was lucky to have the opportunity to go to school in the two different environments: Winona and Rochester. As a freshman and sophomore I feel the Winona environment was important because it allowed me to bridge the gap between high school and college. Rochester allowed me to develop myself to a much greater degree. My values were tested constantly throughout my clinical experience and my daily life. I have also come to the conclusion that some of the values I held freshman year have been modified. Throughout my first eighteen years of life, I developed these values, but they were never actually challenged, and, until values are challenged, they are not truly internalized. Because my college experience allowed to leave my home environment and past significant others, I was forced to implement and utilize my values and, if I was not satisfied with the values, I was able to reshape them in a way that was comfortable to me.

In terms of co-curricular activities throughout my four years at Saint Teresa's, I have been very involved in committees, presentations, clubs, and intercollegiate sports. Through these activities, much of my own personal self was developed and I began to get a better understanding of my own strengths, as well as weaknesses. Through the years, I was able to develop my strengths and feel very confident that they would be utilized during my professional career. In many ways I feel I am better qualified than the average graduate nurse because I not only possess the knowledge that is necessary to function as a registered nurse, but I also have experience in leadership skills that have now become a part of my personality.

The leadership abilities I am referring to did not develop overnight. As a freshman, I made a conscious effort to become involved in activities. From that point on, students, faculty, and staff encouraged me to become a part of Saint Teresa's. This involvement helped to establish in me these leadership skills.

As graduation approaches, I feel my experiences at CST have prepared me for the challenges that lie ahead. I was never supplied with all of the answers, but I was allowed to develop the tools that are necessary to function effectively in today's society.

--Colleen Lavin, Class of 1983

Example 2:

My junior year here at CST has been a time for reflection and integration. All the fragments of the past two years of my education and development are starting to fit together. I am a religious studies major, with a psychology minor, and my study in these academic areas has helped me to understand my own growth and values.

I am active in many groups and organizations on campus which, together with my academic endeavors, have been a crucial part of my total education. All of my experiences have contributed to the integration of the spiritual, psychological, social, and academic aspects of my development. CST has provided an environment in which I have made a commitment to personal development.

As Junior Class President I have had the opportunity to work with a team of officers. We worked together to organize the many projects and activities for which the Junior Class is responsible. I learned how to delegate the responsibilities in a gentle yet motivating way, and our entire team was able to plan the class activities so that they were really group efforts and not the work of just a few individuals.

My involvement in intercollegiate basketball has been a rewarding part of my personal development. I have learned to appreciate my own abilities as well as my weaknesses, and I have been able to recognize areas in which I can improve. Being a part of a team has been a very special experience

for me. Each year we start out with ten women and a coach who hardly know each other, and by the end of the season, or even before then, we become a close-knit group who continue to support one another.

I serve in various ministries on campus--liturgy planning team leader, guitar combo player, lector, and communion minister. The basic meaning of ministry is to serve, and that is my purpose for being involved in these things. God has generously gifted me, and through my sharing of my gifts I serve others, and they serve me through their acceptance and encouragement.

Being a member of the Leadership Task Force has helped me to integrate all my leadership roles. This group has challenged me to share my leadership skills with them as we have worked together to develop programs to foster leadership in others.

These are some of the most important things I have learned from my own experience, and that I share with the Task Force. I have learned the importance of sound decision-making. Before a group or an individual can act, or carry out a task, there needs to be a great deal of thought concerning the needs to be met, how the needs will be met, what the abilities of the group are, and who will benefit from the task of the group. Decisions must be based on realistic evaluation and consideration. Once a group effort is accomplished, it is important to evaluate it and write recommendations for further action in order to help those who are to follow.

Amidst all of these activities, the most valuable thing I have discovered is the importance of taking time out. I feel it is crucial in anyone's development to get to know another person intimately, and this includes getting to know one's self. If I don't take time to reflect and to pray, I cannot be effective in all my various roles. Although I assume many roles, I am still the same person and it is important for me to know who that person is. It is also of great value for me to know who my God is. I know that there are many things about myself, about others, and about God which I have not discovered, but I have come to appreciate the realm of mystery in life. That for me is the most important thing I have learned here at CST.

--Mary Catellino, Class of 1984

Example 3:

In reflecting over the past four years of my life, I am able to recognize the myriad events which have contributed to my personal growth and development. I am inclined to attempt a categorical list of each incident and how each contributed to my growth; however, to separate and isolate those events from each other would lead to an inaccurate account of my personal development. More accurately, I perceive my growth as having taken place as the result of a series of inter-related events, which eventually had an influence on an appropriate part of my life. The influence may not have been immediate, but the eventual growth took place in combination with the occurrence of other events at a time more conducive for a growthful experience.

My freshman year was one of many enlightening and growthful experiences, a feeling which many college new-comers share. Dorm life, roommates, and new friends offer many new opportunities for growth.

Freshman Seminar, now known as Introduction to Liberal Studies was the first course I encountered that prodded me to examine my values and challenge my beliefs. It was in this class that I came to realize how greatly one person's beliefs may differ from another's and yet each could try to understand the other's belief while not necessarily giving up her own. I learned the importance of how to effectively communicate my own beliefs while being able to appreciate those of another.

Freshman Seminar's main effect on my life was the introduction of reflection through critical thinking expressed in a journal. I discovered that I could write out an idea, examine its parts, examine it as a whole, reflect on the content and, in rereading it, the end result would be that I would come to myself at a much deeper level. I began to see my own growth evolve through the journaling process.

Although the journal provided an outlet for self expression, and the content indicated growth, I had not been challenged to verbalize it to anyone other than myself. My opportunity for that chance came when I interviewed for the position of a resident assistant. In that interview I had to articulate who I was and where I had come from and where I hoped to go. The questions were personal and required deep introspection, yet the verbal responses needed to come quickly. I was grateful for having kept that journal, for

it provided me with a somewhat smoother avenue to draw my thoughts from. It helped me to be more aware of the changes I had experienced throughout that year. The journal allowed me to recognize the growth; the interview gave me the chance to realize and accept it.

I began sophomore year as an RA, with challenges I felt I could rise to meet; however, these were far different than any of the past year. I had a responsibility to the residents on my corridor, to my partner and to the residence life staff, while still being true to myself. In coming to recognize and accept my own growth from the year before, I found it much easier to see the process happening in others and tried to help it along if I could.

The biggest challenge of that year was for me to learn to separate personal feelings towards someone on my corridor from my ability to relate to her as a disciplinarian and/or a "peer counselor." I found that personally I might not be able to accept someone's values and might disapprove of them; yet I could still try to appreciate that woman as a person and come to like her. Most importantly, I found that each person I met had something beautiful within, some valuable piece of herself that could be given to and shared with others. I also discovered the importance of trying to help bring that special part to the surface.

Sophomore year, I had taken what I had learned the year before and applied it to others. I generalized the knowledge I had developed in self-analysis and acceptance, to recognizing special things and gifts in other people

and acceptance of others. My growth was predominantly inter-personal that year. I had grown in other areas as well, but for me this was the largest change. I was moving from being "self-centered" to "other-centered."

When, in the junior year, I found that my first choice of major was not right for me, I was frightened of the future and what it held. I realized that I could not, at this time, find a career suitable for the remainder of my life. Initially I felt dismay at this realization, because I had been raised to believe that some occupation was right for me. As time passed, I came to see that if I could not be happy with one occupation for my lifetime, I would work until I lost the interest in that area, and then find something new. I became excited at the prospect.

Although the senior year was valuable for the realization that I could be flexible in my career decisions, the most remarkable growth was in my spirituality. In the three previous years, I had grown in all areas except spiritually. I had remained stagnant in that area. I began a development portfolio with the intent of facilitating my spiritual development. For the first time in my life, I was consciously choosing to grow and actively making choices to promote it. I was living growth, and I was aware of it, whereas in the past, I recognized it only on reflection. Genesis II became a part of my project, and a variety of books, as recommended by my mentor, supplemented my growth.

My senior year, to date, has been the most growthful for me by far. This is my peak experience. I have found that for myself, coming to know my spiritual side was the key to tying all my past growth experiences, intellectual, emotional, moral, social, into one stupendous surge ahead. For the first time in my life, I feel as if I am a whole person, or at least far removed from the totally fragmented person that I feel I was. I know now that I am able consciously to grow, to move towards being the whole person I feel that I can be.

--Lori Froeba, Class of 1983

Example 4:

"You'll have to learn to think differently in order to understand." I remember being quite confused the first time this statement was directed toward me in Introduction to Liberal Studies. Few people or events in my past have asked me to alter my methods in approaching, processing, and reflecting on information or on a certain situation. My confusion was compounded by misunderstanding the teachers' meaning, misinterpretating their intention, and generally fearing abandonment of those processes that were most familiar and comfortable. At first, it was frightening for me to find and distinguish other processes that were to help me to greater depth and breadth.

Since that invitation to think differently in that freshman class, I have encountered it many times at the College of Saint Teresa. It has been verbalized most often in classrooms, but I have experienced this

invitation in nearly every aspect of the College community: social, interpersonal and spiritual, in addition to intellectual. Perhaps it is the continual repetition of this challenge that has helped most in my development and growth as a distinct individual. My previous confusion, misunderstandings, and fears have lessened a great deal, and I can look with excitement toward the new worlds that have been opened to me.

How has this change happened? It has been promoted in a number of areas by various persons, situations, and events. One such area is my academic program. My major is biology, and the foundation courses of my major have provided me with an immense body of knowledge. In the objective study of life, the implications and applications of this knowledge are inevitably encountered. By the nature of biology alone, the mystery of life has been intensified for me, and its intricacies and physical fragility overwhelm me.

I can also say at this point that spiritual development has coincided with my study of biology. This science has enhanced my sense of wonder at life and the reverence with which I hold it. This affects the way I see the world and, especially, the way I see people. I can more easily find the special qualities possessed by individual persons because I can consider what complex and beautiful life forms they are. The necessity for social interaction has been heightened as I realize that personal contributions are unique and each person is worthy of our time and recognition as a viable force for good in our world.

From my study of science I have developed an appreciation of how well the universe is designed; that the balance, the forms, the inner-workings are carried out with such precision in an immense environment of seeming chance is remarkably amazing. To know that our species is the only one to realize this is even more amazing.

The use of scientific information is increasing continually. More and more, the ethical and moral values surrounding its use are becoming major considerations of society. As a part of society, I, too, must reflect on serious scientific and technological issues involving me and my fellow persons. I am encouraged to encounter and explore information and opinions that will expand my understanding of the issues and give me a basis from which to formulate and evaluate my own opinions, values and actions. This, of course, again means "different ways of thinking."

The challenge to think differently is advanced in core course requirements. It would be easy to indulge oneself in only those courses pertaining to one's major. However, I believe studying courses in a single area only would seriously limit my perspectives in other areas. With core courses, I have been able to round out my academics. New, contrasting approaches to diversified knowledge have sparked interests and raised questions beyond my ability to answer. Again, I am challenged to seek answers and to witness others' convictions, alone and in the company of others. I do not always find answers. Many times I find only more questions because I have found more ways to approach, process, and reflect on an idea.

This portion of my experienced growth might make it seem my development has been one-dimensional. But my involvement in co-curricular activities has also expanded my person. As a resident assistant, liturgical minister, tutor, and member of the intercollegiate basketball team, I have taken advantage of opportunities to develop new qualities and improve existing ones. Improved communication skills, the ability to work successfully with others toward a common goal, personal autonomy in decision-making that is values-based, and a deeper understanding of personal faith have resulted.

To summarize my integrative experience at CST is difficult. The person I am now is different from the one who first came to CST. I have drawn from a previous compartmentalized life and feel now that life has come together in a functional, whole organization in which there is consistency and balance. I have grown by accepting a challenge. I have "learned to think differently."

--Sarah Kaus, Class of 1984

IV.

The Continuing Challenge

CHAPTER IV: THE CONTINUING CHALLENGE: INTEGRATING MICRO AND MACRO DEVELOPMENT

"Much may depend on whether educators are ready to become a creative force in the next stage of history....Now, more than ever, we need a relevant, creative education, an educational vision commensurate to the new needs of our times. We need to help our students develop the vision and pragmatic skills to be people of the breakthrough rather than people of the breakdown. We need educators who are not afraid to take on the critical problems life is putting before us, educators who do not succumb to despair or apathy, but have the courage to see alternative directions."

--Patricia Mische

"The Desirable Characteristics List is designed as a general guideline within which administration, faculty and staff help each student to achieve the goals of a liberally educated person. The joint efforts of academic affairs, student affairs, and pastoral affairs support student integration of curricular and co-curricular experiences in a values-based educational program. All areas of college life contribute to the on-going, incremental process of intellectual, personal, and spiritual development. This growth is shown by conscious choicemaking, leadership, and service that contribute toward a human world order."

--College of Saint Teresa: Design for Choicemakers, Introduction to the Desirable Characteristics List

> It is only when people begin to shake loose from their preconceptions, from the ideas that have dominated them, that we begin to receive a sense of opening, a sense of vision....That is the sort of time we live in now. We ....live in an epoch in which the solid ground of our preconceived ideas shakes daily under our uncertain feet.
>
> --Barbara Ward

We live in a time when rate of change is rapid and accelerating. Even while we know that the ability to live with insecurity is a sign of maturity, we know its pain--on the personal, community, national, and global levels. Daily, we meet new ideas and realities that confront our preconceived notions of peace, education, order, necessity, and goodness. Daily, we are made aware of critical global questions. We need a macro vision to give us direction in times of shifting and changing assumptions.

The Christian vision of reality from which the College of Saint Teresa takes direction, though based firmly in age-old truths, is always new because it is realized in human beings. The challenge to the College community is to continue to break loose from our preconceptions so that we are capable of recognizing and embracing, or at least respecting, the ever-new Christian vision which is given form by its realization in today's world and today's people. In the midst of critical problems, this vision is capable of giving meaning to individual lives, to our various communities, to the entire earth, now and into the future.

At the College of Saint Teresa, the Christian vision of reality is integrated with efforts to provide our students with a meaningful liberal education. The century-old definition of liberal education formulated by John Henry Newman still holds true and includes its usefulness for life:

> A liberal education is the education which gives a (woman) a clear, conscious view of (her) own opinions and judgment, a truth in developing them, an eloquence in expressing them and a force in urging them. It teaches (her) to see things as they are, go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares (her) to fill any post with credit, and to master any subject with facility.

It is a well-documented fact that a holistic liberalizing approach to any major field of study enhances one's mastery of that field. Thus, whether for career or for scholarship, an open, integrated, freeing approach to knowledge leads to success.

At the College of Saint Teresa, we take the stance that "liberalizing" does not refer so much to subject matter as to approach. A student immersed in a computer science major may participate in liberal learning to a greater degree than a student majoring in a field generally considered to belong to the liberal arts. The determining factors would be the approach of the educator, the process rather than the content of the courses, and the developmental stage of the student in cognitive, interpersonal, ethical, and spiritual growth. The student's previous, or accompanying, experience of the chief traditional subject matter areas--especially the arts and the humanities-is of great importance.

The College's Franciscan heritage of educating toward wisdom is at the heart of our definition of liberalized learning. The goal of such learning is wisdom for the person and for the world. Wisdom is an eminently practical goal because it integrates knowledge with life. Whether the student is listening to a concert, explaining a science demonstration, caring for a patient, participating in a literary discussion, or studying business management, if she is involved in an integrative way, she is learning in a fashion that is at once humane and

useful for life. The meaning of her life and the life around her begins to make itself known; she moves at once toward personal wisdom and toward building a more human world.

Such a movement illustrates well the statement of Francis of Assisi: "One has only as much learning as one puts into action." Segments of the Desirable Characteristics List indicate that the College is mission-directed according to its Franciscan tradition. The introduction to the Desirable Characteristics of a College of Saint Teresa Graduate describes the College's mission direction in terms of the holistic integrated developmental education of each student--a "micro" focus. It also describes our mission in terms of student growth for the sake of the larger reality: growth "shown by conscious choicemaking, leadership, and service that contribute toward a human world order." This is clearly a "macro" focus.

We now elaborate on these objectives of our program: educating toward conscious choicemaking, educating toward leadership, and educating toward service.

Educating toward conscious choicemaking

"Humankind was created for the sake of choice." This saying from Jewish mystical tradition succinctly suggests the central role of choice in each of our lives and in the life of our planet. Critical thinking and cultivation of breadth of perspective are perhaps the two desirable chracteristics that first come to mind when we think of informed choice. Autonomy comes to mind when we think of free choice. When we consider wise choice, the important dimension of spiritual development, as contained in several of the characteristics, is essential. Far from hindering intellectual growth, the spiritual informs the

intellect with a greater consciousness and therefore enables the will to make ethical, or wise, choices. Furthermore, sincere intellectual study takes us into the spiritual. John Maguire observes:

> Whenever persons engage profoundly in the search to understand themselves in relation to the world around them, they confront moral and spiritual questions.

We are committed to respect the mutuality of intellectual and spiritual development in personal growth and in working toward a better world.

Whether choices are microcosmic or macrocosmic, they are the work of free human beings. Today's citizens of planet Earth are finding that, often, many good micro decisions or choices may not result in a good macro choice. How do we choose a micro good that results in a life-giving macro good for all of humankind? Never has the challenge of choice been so deep and so far-reaching for us and for our graduates.

The name of our educational program, Design for Choicemakers, indicates the importance we place on supporting our students in their growth toward informed, free, and wise choices. We present an environment and a program that continually offer curricular and co-curricular options from which students are invited to choose intentionally. At this College, students are strengthened in choicemaking skills and abilities and supported in growth within the choices they have made.

This growth is closely related to building a better world because it is becoming increasingly evident that we are the ones who by our choices shape the future, not vice versa. Futurists place before us many alternative futures, from pessimistic to optimistic. We and our students share in the power to consciously choose the preferred future for ourselves and for all on our planet.

We, therefore, constantly invite our students to learn how to make informed, free, and wise choices among the options life places before them.

Educating toward leadership

George Bernard Shaw once wrote, "We are made wise not by the recollection of our past but by the responsibility for our future." Never has the responsibility of college graduates--and their educators--been more seriously needed, and never have the opportunities for growth in wisdom been as great. Perhaps the most important challenge before our students is that they accept the call to leadership marked by wisdom and responsibility for the future. If we seek the good, we act on what we know in order to live wisely. We believe that lives consciously lived for the good are lives of leadership, if only by example. Though there are various levels and kinds of leadership, we believe that, in her own way, each graduate of the College of Saint Teresa can be a leader. As has been pointed out in Chapter II, we play many roles in fostering leadership growth in our students.

From its inception, the College of Saint Teresa has had as an aim the education of women as leaders. Through our history, this goal has become increasingly clear. Today, the values-based Design for Choicemakers Program indicates our hope that our students will accept responsibility for a better world by entering deeply into its life as whole women. The micro and the macro meet in the leadership of integrated persons who serve the world with compassion.

Educating toward service

The most powerful example of a choicemaker and leader who lived for others is Jesus: "I am among you as one who serves" (LK 22:27b). The key to relevant

and effective choicemaking and leadership is compassionate service--not the type that uses others as "stepping stones to heaven" but service that eventually convinces others of their own dignity and worth and freedom.

At the College of Saint Teresa, most of our students prepare for the work of their lives through depth study and practicum, or field experience, as part of our Design for Choicemakers Program. The depth component of a student's curriculum is an excellent values-based and liberalized academic major. Very often, this component immerses the student immediately into a helping profession where her explicit role is to serve others, for example, in the therapies, nursing, and education. In majors not related directly to service, for example, studio art or business management, the values-laden nature of course work and activity helps the student to use intentionally her talents, knowledge, and skills for the good of others. Co-curricular options, too, invite the student in many ways to learn how to be for others.

In an age in our nation when impersonalism and selfishness are very possible avenues presented to college graduates, we look to future growth toward interdependence and take seriously, for ourselves and for our students, the words of Ladislaus Boros: "We are responsible by our lives for the happiness of the world." The challenge to shape, with others, the future we share will be met by those who learn to serve.

Addressing the continuing challenge

The continuing educational challenge of linking micro and macro development is addressed in many ways at the College of Saint Teresa. There is potential within almost every course in the curriculum for relating specific course

knowledge and process to world issues. The library holds rich resources for world order studies. The curriculum laboratory houses a valuable and well-coordinated Education for Justice and Peace Resource Center. All-college justice and peace events are scheduled frequently. The Choicemakers Series centers on futures issues. Community liturgies often celebrate peace and justice and our union with all of humanity.

Beginning with 1983-84, a specific plan is implemented to address the continuing challenge described in the preceding pages. Attention is focused each year on a desirable characteristic that needs special attention and that brings together personal and world development. On an all-college Focus Day, the College community examines the selected desirable characteristic according to the categories of leadership, service, women, and futures. The selected focus characteristic also gives direction for planning the events of the Choicemakers Series for a given year.

Conclusion

Leaders in American higher education point up the need for mission orientation and global thinking in today's colleges. In reference to this direction, Design for Choicemakers does exhibit the quality outlined by Joanne Kurfiss as necessary to meet today's challenge: "the courage to make thinking, feeling, and social responsibility explicit aims of the education venture." By consistent and intentional efforts to foster student growth in conscious choicemaking, leadership, and service, we say yes to a humane life for ourselves and our individual students as well as for the world. Such is our monumental, but exciting and possible, continuing task.

Appendices

DIVISION OF COMMUNICATIVE DISORDERS
EXCERPTS FROM THE 1982-1983 FINAL REPORT ON VALUES EDUCATION

A. What types of values education approaches appear to be most possible in the program/division area?

Findings support results from the preliminary report and indicate the following trends in the Communicative Disorders curriculum:

1. External systems of values can be recognized (common among several courses).
2. External systems of values can be critiqued (common among several courses).
3. Personal autonomy can be suppoerted and/or nurtured (common among several courses).
4. Ways in which external value systems are communicated can be recognized (less common among courses).
5. Evaluation of decisions and behavior can take place (somewhat common among courses).
6. Students can intimately be engaged with good, beauty and truth as they exist in people and things (common among several courses).

B. Are there any types of values education approaches that are unique to particular courses/activities?

It appears that values education approaches (1, 2, 3 and 6) are common to most coursework in the program. As mentioned in the preliminary report, most of the Communicative Disorders courses are lecture oriented and include technical data, information concerning etiology, symptomology and therapeutic strategies. The nature of course content places limitations on the traditional means for approaching values education. Nevertheless, values education is taking place along several dimensions and is addressed in a tangential manner.

C. Are there some types of values education approaches that are not possible in the program/division/area?

Analysis of all the coursework in Communicative Disorders indicates that all approaches to values education are used to some extent. Nevertheless, the following approaches to values education are less common:

1. The process of valuing can be studied conceptually.
2. Individual value clarification can take place.
3. The valuing process can be assisted.

D. To what extent does the nature of the course/activity content invite values education approaches?

Similar comments from preliminary report: Coursework concerned with practicum, observation, therapy and assessment would tend to lend themselves to the values education approaches outlined under Part A of this report.

E. To what extent do values education approaches depend upon the way in which the courses/activities are conducted?

Approaches to values education vary depending on the amount of discussion planned for a course. Lecture courses, by their very nature, tend to have some built-in restrictions on addressing values education directly. This is due, of course, to the huge amount of technical knowledge which the instructors are obligated to provide for the classes. Classes which concern themselves with issues, controversies and professional ethics are more likely to engage in the valuing process. When such concerns are ad addressed, group participation is often encouraged and active value education takes place. Otherwise, passive value education is more likely to take place in a tangential manner through assigned readings, films, and therapy observations.

IDENTIFYING, ARTICULATING AND STRATEGIZING VALUES EDUCATION IN PARTICULAR COURSES, PROGRAMS, ACTIVITIES

NAME OF COURSE, PROGRAM, ACTIVITY: CD 405 Disorders of Fluency

A. Identify the values education that is possible in the course, program, or activity. (Refer to "Perspectives" sheet if necessary)

This is an excellent course for developing an understanding and sensitivity to the needs of the person who has suffered from a stuttering disorder. Stutterers experience a considerable amount of penalty from society for having a speech pattern which is so conspicously different from others. Students learn the psychodynamics involved in working with a dysfluent speaker and in so doing develop an awareness of their own values. This comes about when one begins to analyze another's motivation and inner feelings about a specific problem. This process causes the students to study and isolate some of their own personal feelings to better understand and empathize with the client. Therefore, external systems of values can be critiqued and personal autonomy supported.

B. Reflect the values education that you identified in the course, program or activity in the syllabus for the course.

Students study the many etiological bases for stuttering and determine which theory or model they can support. Assessment and therapy practices are also emphasized, along with the symptomology and psychodynamics of stuttering therapy. Role-playing is essential to developing a personal

empathy for the person who stutters. The key to stuttering therapy is in the understanding of the client's reactions to the problem and the complex secondary behaviors which result. Students are forced to evaluate how they react to stuttering and the person and to formulate ideas about how and why society reacts negatively to the person with a stuttering disorder. A study of human nature is the core of this course, and through the eyes of the stutterer, his family and the clinician external systems of values can be recognized.

C. Describe the strategies that you will use for carrying out the values education that you have identified in the course, program or activity.

1. Role-playing and pseudostuttering by the students enrolled in the class.
2. Presentation of case studies and review of many therapy models.
3. Review of ethical considerations in treating the dysfluent speaker.
4. Discussion of hypothetical problems and issues confronting speech clinicians.
5. Reading assignments in text and professional journals.

NAME OF COURSE, PROGRAM, ACTIVITY: CD 410 Introduction to Clinical Procedures

A. Identify the values education that is possible in the course, program, or activity. (Refer to "Perspectives" sheet if necessary)

Because the course is designed to aid the Communicative Disorders major in making the transition from the classroom study of disorders to the laboratory experience which will lead them in becoming practicing Speech and Language Clinicians, values education is directly dealt with. Students are encouraged to become aware of their client's value systems in order to devise appropriate diagnostic and remedial strategies. Each of the approaches to values education is implemented within the course, however to varying degrees. The coverage would perhaps not be as extensive as that provided in a Liberal Studies course, because the lectures are geared primarily toward A) examining the client's value system and then, with that taken into consideration, B) divising remedial strategies to best meet that client's needs. Specifically the approaches: the process of valuing can be stuidied conceptually; value anabling skills can be practiced; systems of values can be analyzed and criticized; personal autonomy can be supported and nurtured; individual personal value clarification can take place; putting people in intimate relationship with good, beauty and truth as these exist in things and people can take place; and evaluation of decisions and behavior can take place.

B. Reflect the values education that you identified in the course, program or activity in the syllabus for the course.

The values education is achieved through: A) weekly class meetings studying clinical and therapeutic issues and B) the observation of clinicians working with clients. Students are exposed to issues and clinical practices which relate to both the client's and their own value systems. Here the students gain experience in evaluating the total situation and in generating appropriate solutions. Awareness and respect for the operating value systems is encouraged.

C. Describe the strategies that you will use for carrying out the values education that you have identified in the course, program or activity.

1. 50 hours of therapeutic or diagnostic observation obtained during two quarters. A minimum of 25 observation hours is required per quarter.
2. Attendance and participation within class lectures.
3. Students are assigned one client to observe throughout the therapy period. A minimum of one therapy observation per week is required. Students are encouraged to observe other clients, however, permission must be obtained by approval of the client's faculty supervisor.
4. Three therapy and one diagnostic observation reports submitted to the instructor. Time is alloted during each class meeting to review the observation reports.
5. Development of a final progress report summarizing the therapy observations of the assigned client.
6. Participation in one field trip to an outside clinic or practicum site and preparation of an oral synopsis of the field trip.
7. Review of a current research article of a clinical or therapeutic nature.

N.B. In making the above assessments please regard Values Education as education that actively involves the student in the learning process and directs that learning to the personal growth and development of the student.

A. PSY 265 PSYCHOLOGY AND LITERATURE

Dr. Janette Williams - RB 218 - Ext 293
Dr. J. Kolupke - ST 301B - Ext. 279

Critical developmental phases are examined through literature and psychological theory. The general goal is to provide greater insight into artistic and psychological themes as well as promoting self understanding.

B. Lower Division Core Course. (No Prerequisites)

C. Objectives

1. The general objective (See A) is to acquaint students with a seminal body of literature from a psychological perspective. The outcome should be greater insight into the literature as well as psychological theory. An additional outcome will be the introduction of an important area of literary criticism and analysis.
2. To enhance critical thinking in the approach to literature through psychological theory.
3. To develop communication skills through written and oral assignments.
4. To promote aesthetic development through the examination of literature.
5. To promote philosphical, historical and cultural understanding of basic human issues through psychological theory.
6. To examine themes in the chosen works and theory with special relevance to student concerns about self and their relationship to society and its institutions and in this context to promote attention to values and individual decision-making.

D. Course Content

The major theme of the course is the issue of freedom vs constraint in behavior and life choices. The primary psychological perspectives include analytic psychology, behaviorism, and the humanist-existential movement. Works of literature have been chosen to illustrate the human/artistic response to the issues and dilemmas raised.

E. Learning Experiences

Basically lecture-discussion, with oral in-class presentations and written analysis by students.

F. Co-Curricular Activities

During the quarter there will be available a variety of experiences including cultural events, movies, television, plays, etc., which the students may be required to attend or encouraged to utilize as part of classroom activities.

G. Assignments—Grades in the course will be based on the following:

1. Exams - Midterm Exam, 80 points
   - Final Exam, 80 points
2. Quizzes - Nine brief objective quizzes, the best 8 to count, 80 points.
3. Paper - A 1,000 word paper involving discussion of issues raised in readings and classroom presentations, 80 points.
4. Oral Presentation - Student teams will present opposing views of issues raised in literary works, 80 points.

Detailed descriptions of paper and presentation assignments will be given at the appropriate time in class.

SCHEDULE

MARCH

M - 7 -- Introduction: Perspectives on Literature and Psychology
T - 8 -- Psychoanalysis: An Introduction (Begin Freud Readings)
Th - 10 -- Sophocles, Oedipus Rex
QUIZ 1 - F - 11 -- Oedipus

M - 14 -- Oedipus
T - 15 -- Little Hans
Th - 17 -- Liberal Studies Day (no class)
QUIZ 2 - F - 18 -- Little Hans

M - 21 -- Oedipus in Elsinore: Shakespeare, Hamlet
T - 22 -- Hamlet
QUIZ 3 - Th - 24 -- Hamlet
F - 25 -- Hamlet

M - 28 -- MID-TERM EXAMINATION
T - 29 -- Oedipus in Nottingham: D.H. Lawrence, Sons and Lovers

E A S T E R B R E A K

APRIL

Th - 7 -- Sons and Lovers
QUIZ 4 - F - 8 -- Sons and Lovers

M - 11 -- Sons and Lovers
T - 12 -- Sons and Lovers
Th - 14 -- Behaviorism: Skinner and Eysenck
QUIZ 5 - F - 15 -- Eysenck—A Behavior Analysis of Little Hans
Fact and Fiction in Psychology

M - 18 -- A Behaviorist's Nightmare: Orwell, 1984
QUIZ 6 - T - 19 -- 1984
Th - 21 -- 1984
F - 22 -- A Behaviorist's Dream: Skinner, Walden II

FILM: A Conversation With B.F. Skinner - (Evening)

QUIZ 7 - M - 25 -- Walden II
T - 26 -- Existential Psychology: An Introduction
Th - 28 -- Existential Theory (continued)
F - 29 -- The Struggle for Freedom: Kate Chopin, The Awakening

MAY

QUIZ 8 - M - 2 -- The Awakening
T - 3 -- The Awakening
Th - 5 -- Ibsen, A Doll's House
QUIZ 9 - F - 6 -- Doll's House

PAPER
DUE M - 9 through F - 20 -- Preparation and Presentations

Th - 26 -- FINAL EXAMINATION (7:50-9:40)

THE COMPUTER AGE

Winter Quarter, 1982
Class Time: 8:50-9:40 - M T Th F

Sister Marlene Pinzka
Office: RB 309 - Ext. 290
Office Hours: 1:30-3:30 - M T Th
9:00-10:30 - W
Other Times By Appointment

The "Computer Age" has arrived! You are exposed to computer advertising, development and use almost every time you read a newspaper or magazine, turn on a T.V. or radio, or venture outside your home (or dorm). Soon you or your family may own a computer. It is estimated that almost three million personal computers will be sold in 1982 alone. Therefore, "computer literacy" is an almost essential component of a liberal education.

TEXT: Donald H. Sanders, Computers in Society (third edition), New York: McGraw-Hill Book Company, 1981.

PLACEMENT: Core Course

OBJECTIVES:

1. You will develop an understanding of what a computer is, how it operates, its capabilities and limitations.
2. You will explore the development of the modern day computer and the technological advancements that made it possible.
3. You will examine and use a minicomputer and a microcomputer.
4. You will explore and analyze some of the social implications and values of a computerized society: effect on the job market, impact on individuals, privacy, concentration of power, computer crimes, legal and social controls.
5. You will increase your awareness of the way society is currently using computers and explore possible applications in the future.
6. You will develop programming skills in BASIC, be introduced to programming in FORTRAN, and use the computer for problem solving in related areas.

OUTLINE OF CONTENT:

Topic	Class Sessions	Related Activities/Requirements
Information Processing and Its Development	4	Read Chapters 1, 2, 3 — two related articles
Computer Systems	4	Read Chapters 4, 5, 6
Uses of Computers in Society	4	Class Presentations/Projects
Positive and Negative Impact of Computers	5	Read Chapters 9, 10, 11, 12 — two related articles
Future Trends	3	Read Chapter 19 — two related articles
BASIC Programming	13	Programs
FORTRAN Programming	3	Programs
Testing	4	
Total	40	

EVALUATION:		
3 Unit Tests		300 pts.
2 Group Programs		40 pts.
4 Programs		120 pts.
6 Articles		120 pts.
Project/Presentation		150 pts.
Final Exam		150 pts.
	Total	880 pts.

REQUIREMENTS FOR ARTICLES AND PROJECT:

1. Articles: Read articles from current magazines or newspapers; or watch a T.V. special on computers. Submit a short summary of the context, state the new concepts or ideas that were introduced, then give a critical evaluation of the content and your personal reaction/reflection.

   Due Dates & Topics:

   Monday, December 13th — two articles on types of computers; technological developments; information processing.

   Monday, January 17th — two articles on the positive and/or negative aspects of computers in society.

   Thursday, February 17th — two articles on future trends in the computer industry and/or computer use.

2. Project: Explore the use of computers in your major field or some other area of society through research, interviews, tours, etc.

   Give a 10-15 minute creative presentation on your feelings. Submit a list of all sources: books, magazines, newspaper articles, persons interviewed, places toured, etc.

   Due Dates:

   Monday, December 14th — Topic Chosen

   February 14, 15, 17, 18 — Class Presentations

TENTATIVE DAILY PLAN:

Class #	Content
1	Introduction to the course, what is a computer? The use of computers in our society, the information revolution.
2	Information Processing, impact of information systems on society, data processing. (Chapter 1)
3	Survey on Computers/Film.
4	History of computing devices: manual stage, machine assisted manual development, punched card development, computer "generations." (Chapter 1)
5	Hardware and software developments in the computer industry, total system developments: Distributed data processing and data base systems. (Chapter 2)
6	Introduction to BASIC: What is a computer program? BASIC variables, operations and order of operations, use of the PRINT statement and assigning values to a variable.
7	Using the DEC system: Logging on and off, using stored programs, entering, saving and running a program.
8	Programming: branching, use of IF...THEN and GO TO statements.
9	Programming: counters, accumulating sums, column headings, use of the TAB function.
10	Programming: FOR...NEXT loops, nested loops.
11	Writing programs for a variety of applications.
12	Types of computers: analog/digital, general purpose/specific purpose; scientific and file processing, computer capabilities and limitations, experiments in artificial intelligence. (Chapter 3)

Class #	Content
13	Group Program: Working in groups of 3, students must write, enter and run a program to obtain the solution to a given problem.
14	TEST
15	Computer input and output devices. (Chapter 4)
16	Central Processing Unit: Storage elements and locations, binary system and binary codes, arithmetic/logic unit, the control unit. (Chapter 5)
17	Programming: BASIC functions: INT and RND and application programs.
18	Microcomputer demonstration (APPLE II) and a review of MECC software available for elementary and secondary education, CAI and CAM.
19	Computer classifications: Micros, minis, mainframes and supercomputers and their uses. (Chapter 6)
20	TEST
21	Programming: Arrays.
22	Programming: String Variables.
23	Programming: Sort Program.
24	Programming: Writing CAI Programs.
25	Organizations affected by computer use, computer use in office organization and management and its implications for the office of the future. (Chapter 9)
26	Group program.
27	Discussion of the positive values of computer in society: benefits to individuals and organizations, greater freedom, a more human personalized society, etc. (Chapter 10)
28	Discussion of the negative values of computers in society: displaced employees, invasions of privacy, lack of control over the security of systems, etc. (Chapter 11)
29	Controlling the negative impact of computers: system security controls, legal controls, social controls, etc. (Chapter 12)
30	Programming: Subroutines.
31	Programming: FORTRAN—variable, READ and WRITE statements, FORMAT statements.
32	Programming: FORTRAN decision statements, IF...
33	Programming: FORTRAN—Do loops.
34	TEST
35-38	Student Presentations. (Chapters 13-18)
39	Future projections for the computer industry in hardward, software and total system development. (Chapter 19)
40	Projected uses of computers in the future and the impace those uses may have on individuals and on society. (Chapter 19)

APPENDIX 2

SOC/EDU 265: FAMILY LIFE DEVELOPMENT
Spring, 1982-83: Period I - 7:50 - 8:40 a.m.
Sr. Michaea Byron: RB 129, X 216
Office Hours: 8:40 - 10:00 daily and by appointment

COURSE DESCRIPTION:

The FAMILY is the oldest, most fundamental human institution: our most precious national resource. Families serve as a source of strength and support for their members and for our society.

Through readings, discussion, lecture, visuals, guest speakers, and study of current research, students in this course will examine the family as a dynamic, shifting, evolving entity. The implications of the changing interaction of family members through the developmental stages will be explored in depth. Common and unique experiences of individuals within the family, as well as the challenge of today's culture to the nuclear family will be considered as growth, change, values, decisions, aging, and death become realities to be faced. Students are led to identify and clarify their own values and to better understand their roles as family members.

This core course is open to every student who really wants to become a better person and a better family member now and in the future!

OBJECTIVES:

The course in Family Life Development offers students the opportunities to grow and develop in several aspects of the seven desirable characteristics of a CST graduate. Some of the specific ways that learning experiences are planned will enable you to:

1. reason analytically as you study, research, and critically evaluate reported "facts" and trends related to the family;
2. engage in reflective thinking;
3. synthesize a point of view, formulating arguments to support it;
4. appreciate human diversity, value systems, and related actions of others;
5. evaluate and choose among alternatives courses of action as you understand value systems operative in contemporary society and clarify your own values;
6. apply abstract concepts to concrete family experience;
7. acknowledge the presence of mystery in life as a family member;
8. use various forms of writing competently;
9. use effective oral communication;
10. develop an ability to live meaningfully in a technological society;
11. recognize and accept interdependence as integral to becoming autonomous;
12. respond personally to God's revealing of Self in your life.

TEXT: Garrett, William R. Seasons of Marriage and Family Life
New York: Holt, Rinehart and Winston, 1982.

RESERVE: Available at the library desk reserve for your convenience. Careful signing out and returning of these selected books will make them available to all of the class members.

EVALUATION:

Evaluation of student learning will be based on the fulfillment of the following responsibilities:

1. Each student is expected to read and reflect upon the assigned readings before coming to class, and be prepared to discuss and/or write about them. Presence and participation in class and group discussions is required.

2. Each student will participate in a presentation to the class on one of the topics listed, at the date designated. The presentors will submit an outline of their plans and an accurate bibliography of resources used at least one week in advance of their presentation. The presentation will be evaluated on the evidence of thorough preparation and cooperative planning; the outline and bibliography, the content; evidence of organization; the mastery of content; the manner of presentation (voice, vocabulary, clarity, enthusiasm, etc.); and the creative method used to present the information.

3. Short assignments will be given, as appropriate, to supplement classroom experience through interviews, attendance at films, lectures, visits to local family agencies and reflection papers. These assignments will be evaluated on their completeness, accuracy, and evidence of thoughtful analysis and/or research and are accepted only on the date they are due.

4. Each student will read one novel based on the family, from the posted list. A book report based on the criteria provided will be submitted by May 9.

5. Exams are taken on the days scheduled on the class schedule. These exams will consist of both objective and essay questions. Brief quizzes may also be given periodically.

Each of the above five requirements will contribute to the total grade earned for the course. Emphasis in the course will be on learning as an active, personal and social, intellectual, process that contributes to the total liberal education of each student.

COURSE OUTLINE:

March	7	M	Introduction to Seasons of Marriage and the Family
	8	T	Basic Prospectives on Marriage and the Family (Ch. 1)
	10	Th	Family in Various Times and Places: An Overview of Marriage and Family Patterns (Ch. 2)
	11	F	GP I: "Homemakers vs. Housewives and Househusbands" [WOMEN, SPIRIT, POWER AND PEACE CONFERENCE...R B Center]
	14	M	A Season for Courtship: Sex, Gender Identity and Roles (Ch. 3)
	15	T	A Season for Courtship: Social Patterns of Dating (Ch. 4)
	17	Th	[LIBERAL STUDIES DAY]
	18	F	A Season for Courtship: Selecting a Mate (Ch. 5)
	21	M	A Season for Marriage: Decision to Marry (Ch. 6)
	22	T	Planning the Wedding
	24	Th	GP II: "Marriage Means Encounter"
	25	F	Conflict Resolutions and Making the Partnership Work (Ch. 7,8)
	28	M	A Season for Parents and Children: Choice of Parenthood (Ch. 9)
	29	T	Exam (Ch. 1-9)
			The Son of God has risen from the dead! Alleluia! Blessed Easter to each of you!
April	7	Th	A Season for Parents and Children: Socialization of Children (Ch. 10)
	8	F	GP III: "Self Esteem: A Family Affair"
	11	M	GP IV: Child Care: Who? When? Where? Why? A Season for Parents and Children: Socialization of Children
	12	T	A Season for Parents and Children: Socialization of Children
	14	Th	A Season for Parents and Children: Socialization of Children
	15	F	GP V: "TV as a Family Member"
	18	M	A Season for Parents and Children: Socialization of Children
	19	T	A Season for Parents and Children: Socialization of Children
	21	Th	GP VI: "Adolescents: Children and Adults?"
	22	F	A Season for Parents and Children: Socialization of Children

April	25	M	A Season for Husbands and Wives: Interaction (Ch. 11)
	26	T	A Season for Husbands and Wives: Interaction (Ch. 12)
	28	Th	GP VII: "Midlife Challenges and Choices"
	29	F	A Season for Husbands and Wives: Reconsidering (Ch. 13)
May	2	M	A Season for Husbands and Wives: Reconsidering
	3	T	GP VIII:
	5	Th	A Season for Husbands and Wives (Ch. 14)
	6	F	
	9	M	[Novels: Analysis/Comparisons due] A Season for Growing Old (Ch. 15)
	10	T	A Season for Growing Old (Ch. 16)
	12	Th	GP IX: "Aging and the Family"
	13	F	Reflection on the Seasons of Marriage and the Family (Ch. 17)
	16	M	GP X: "Government Policies and Today's Family" Reflections on the Seasons of Marriage and Family Life
	17	T	Reflections on the Seasons of Marriage and Family Life
	19	Th	GP XI: "Creating Families for Today and Tomorrow"
	20	F	Reflections on the Seasons of Marriage and Family Life
	25	W	Final Evaluation (1:10 - 3:00 p.m.)

"The FAMILY has a special vocation to be a place where people are loved not for what they do or what they have but simply because they ARE."

- U.S. Catholic Bishops Pastoral Letter

The following paragraph precedes the evaluation items for each of the core disciplines:

CORE COURSE EVALUATION

The curriculum statement of the College of Saint Teresa specifies this definition of a core course:

> A core course....acquaints the student with different areas of knowledge, different approaches to learning, and different methods of integrating varieties of learning. Courses in each aim to extend the development of the student's critical thinking and communication skills. Some courses provide experiences that promote aesthetic and social development. Others give the student broad philosophical, historical, and cultural perspectives for the major forms of intellectual discourse. In addition, all courses support the student's personal development--the expression of increasing autonomy and authenticity in leadership, reflective thinking, value-based decision-making and commitment.

FINE AND PERFORMING ARTS

Course_____Quarter - 198___ - 198___

Rate each item according to the scale below.

MUCH				LITTLE	
5	4	3	2	1	NA

Place the rating in the space to the left of each statement. If you are unable to respond to an item or feel an item does not apply, write NA.

Direct Objectives: Fine and Performing Arts

This course:

1. Promoted my development in communication skills:
   ___ a. verbal
   ___ b. non-verbal
___ 2. Promoted the development of my critical thinking skills.
___ 3. Promoted my understanding of major forms of artistic expression.
___ 4. Provided me an opportunity for appreciation of and participation in artistic experiences.
___ 5. Encouraged me to participate actively in the process of conveying meaning through artistic and creative experiences.
___ 6. Provided me with affective learning opportunities.
___ 7. Supported my personal development (autonomy).

Indirect Objectives: Fine and Performing Arts

This course:

___ 1. Promoted development of my interaction with others.
___ 2. Promoted the development of my life goals.
___ 3. Promoted my development in writing.
___ 4. Helped me to understand significant problems from the point of view of:
   ___ a. history
   ___ b. culture (for example,fiction, poetry, drama, the arts, ideas, etc.
   ___ c. politics
   ___ d. philosophy
   ___ e. spirituality
   ___ f. human behavior
___ 5. Promoted reflective thinking.
___ 6. Supported the development of my ability to make values-based decisions.
___ 7. Other benefits (Please specify):
   ___ a._____
   ___ b._____
   ___ c._____

General

Do you think this course should continue to be offered as a core course?

___Yes ___No (Please check)

HUMANITIES

Course _____ Quarter - 198___ - 198___

Rate each item according to the scale below.

MUCH				LITTLE	
5	4	3	2	1	NA

Place the rating in the space to the left of each statement. If you are unable to respond to an item or feel an item does not apply, write NA.

Direct Objectives: Humanities

This course:

1. Promoted my development in communication skills:
   ___ a. writing
   ___ b. speaking
___ 2. Promoted the development of my critical thinking skills.
___ 3. Helped me to understand how the arts convey intellectual and aesthetic ideas by means of form and structure.
___ 4. Helped me to understand the significant problems from one or more of the following points of view: history, politics, culture (for example, literature, the arts, etc.), philosophy, human behavior.
___ 5. Helped me to understand humanistic modes of apprehending (for example, to show how great authors, thinkers, and artists have developed distinctive statements about the universal value of human experience).
___ 6. Encouraged me to investigate questions dealing with values.
___ 7. Encouraged me to assert values consonant with my personal beliefs.

Indirect Objectives: Humanities

This course:

___ 1. Promoted my aesthetic development.
___ 2. Promoted the development of my interaction with others.
___ 3. Supported my personal development (autonomy).
___ 4. Promoted reflective thinking.
___ 5. Supported the development of my life goals.
___ 6. Other benefits. Please specify:
   ___ a. _____
   ___ b. _____
   ___ c. _____

General

Do you think this course should continue to be offered as a core course?

___ Yes ___ No (Please check)

NATURAL SCIENCES AND MATHEMATICS

Course _____ Quarter - 198__ - 198__

Rate each item according to the scale below.

MUCH				LITTLE	
5	4	3	2	1	NA

Place the rating in the space to the left of each statement. If you are unable to respond to an item or feel an item does not apply, write NA.

Direct Objectives: Natural Sciences and Mathematics:

This course:

1. Promoted my development in communication skills
   ___ a. writing
   ___ b. speaking
   ___ c. mathematics
___ 2. Promoted development of my critical thinking skills.
___ 3. Promoted development of my
   ___ a. scientific literacy
   ___ b. mathematical literacy
   ___ c. computer literacy
___ 4. Promoted my understanding of scientific, mathematical, or computer methods used in the natural sciences.
___ 5. Promoted my understanding of the nature of scientific, mathematical, of computer knowledge in the natural sciences.
___ 6. Promoted my understanding of the role and effect of science, mathematics or computers in a technological society considered within a global and historical context.
___ 7. Promoted my understanding of ethical issues.

Indirect Objectives: Natural Sciences and Mathematics:

This course:

___ 1. Promoted my aesthetic development.
___ 2. Promoted development of my interaction with others.
___ 3. Supported my personal development (autonomy).
___ 4. Supported the development of my life goals.
___ 5. Helped me to understand significant problems from the point of view of a variety of fields/disciplines.
___ 6. Promoted reflective thinking.
___ 7. Promoted the development of my ability to make values-based decisions.
___ 8. Other benefits (Please specify):
   ___ a. _____
   ___ b. _____
   ___ c. _____

General

Do you think this course should continue to be offered as a core course?

___Yes ___No (Please check)

PHYSICAL WELL-BEING

Course _____ Quarter - 198__ - 198__

Rate each item according to the scale below.

MUCH				LITTLE	
5	4	3	2	1	NA

Place the rating in the space to the left of each statement. If you are unable to respond to an item or feel an item does not apply, write NA.

Direct Objectives: Physical Well-Being

This course:

1. Supported growth in communication skills:
   ___ a. writing
   ___ b. speaking
___ 2. Extended development of critical thinking skills.
___ 3. Enabled understanding the concept of total health and physical well-being.
___ 4. Assisted in developing individual talents and capacities related to physical activities.
___ 5. Assisted in providing opportunities to experience interaction and interdependence in group activities.
___ 6. Helped understanding of how to make appropriate decisions about health care, nutrition, and other dimensions of wellness.
___ 7. Assisted in acquiring the attitudes, knowledge, and skills to practice life-long habits of healthful living and learning.

Indirect Objectives: Physical Well-Being

This course:

___ 1. Promoted aesthetic/cultural development.
___ 2. Promoted development of social relationships.
___ 3. Supported development of autonomy (personal development).
___ 4. Supported the development of life goals.
___ 5. Demonstrated a familiarity with the ways of knowing in basic academic disciplines.
___ 6. Provided broad philosophical, historical, cultural, political, global, and spiritual perspectives.
___ 7. Supported the development of values-based decision-making.
___ 8. Other benefits (e.g., quantitative skills, life-long learning skills, etc.)

General

Do you think this course should continue to be offered as a core course?

____Yes ____No (Please check)

RELIGIOUS STUDIES

Course _____ Quarter - 198___ - 198___

Rate each item according to the scale below.

MUCH				LITTLE	
5	4	3	2	1	NA

Place the rating in the space to the left of each statement. If you are unable to respond to an item or feel an item does not apply, write NA.

Direct Objectives: Religious Studies

This course:

___ 1. Fostered my understanding of religious/faith heritage.
___ 2. Provided broad philosophical, historical, cultural, political, global, and spiritual perspectives.
___ 3. Encouraged decision-making in accordance with a personal creed and value system.
___ 4. Helped me respect the creeds, value systems, and actions of others.
___ 5. Promoted the acknowledgement of the presence of mystery in life.
___ 6. Promoted reflective thinking.
___ 7. Promoted personal response to God's revealing of Self in my life.

Indirect Objectives: Religious Studies

This course:

1. Supported growth in communication skills
   ___ a. writing
   ___ b. speaking
___ 2. Extended development of critical thinking skills
3. Helped me integrate values in the areas of
   ___ a. intellectual skills
   ___ b. personal development
   ___ c. decision making
___ 4. Promoted aesthetic/cultural development.
___ 5. Promoted development of my interaction with others.
___ 6. Supported the development of life goals.
___ 7. Demonstrated a familiarity with the various ways of knowing.
8. Other benefits (Please specify):
   ___ a. _____
   ___ b. _____
   ___ c. _____

General

Do you think this course should continue to be offered as a core course.

___Yes ___No (Please explain:)

SOCIAL AND BEHAVIORAL SCIENCES

Course _____ Quarter - 198___ - 198___

Rate each item according to the scale below.

MUCH				LITTLE	
5	4	3	2	1	NA

Place the rating in the space to the left of each statement. If you are unable to respond to an item or feel an item does not apply, write NA.

Direct Objectives: Social and Behavioral Sciences

This course:

1. Promoted my development in communication skills
   ___ a. writing
   ___ b. speaking
___ 2. Promoted development of my critical thinking skills. Why? See attached sheet.
___ 3. Assisted me in comprehending behavior patterns and value orientations of individuals and of groups of people in a variety of cultural contexts.
4. Developed my skills in the analysis of:
   ___ a. contemporary society
   ___ b. social and moral issues
   ___ c. the challenge of responsible citizenship in a world community
   ___ d. individual and group behavior
___ 5. Helped me to understand significant problems from the point of view of a variety of fields/disciplines.
6. Other benefits (Please specify):
   ___ a. _____
   ___ b. _____

Indirect Objectives: Social and Behavioral Sciences

This course:

___ 1. Promoted my aesthetic development.
___ 2. Promoted development of my interaction with others.
___ 3. Promoted my personal development (autonomy).
___ 4. Promoted development of my life goals.
___ 5. Promoted reflective thinking. Why? See attached sheet.
___ 6. Promoted the development of my ability to make value based decisions.
___ 7. Other benefits (Please specify):
   ___ a. _____
   ___ b. _____
   ___ c. _____

General

Do you think this course should continue to be offered as a core course?

____Yes _____No (Please check)

Reasons:

ANECDOTAL EVIDENCE OF PROGRAM EFFECTIVENESS THROUGH A CORE COURSE

Masterpieces of Literature is a core course in the curriculum. The instructor attempted to draw the attention of the students to the particular items from the Desirable Characteristics List that the course would address. These were noted on the syllabus (see following pages), were introduced the first day, and referred to throughout the quarter. On the final exam (see following pages), the instructor asked an essay question (III) about breadth of perspective, for it seems to the humanist to be the most challenging of all the statements. There were twenty-four students in the class. All were able to relate the books they had read to the broad perspectives. This is a sampling of responses taken from those final examinations:

Historical Perspectives:

I think Virgil's book, the Aeneid, gave me the most help with a historical perspective. Even though the founding of Rome is a legend, I got a better idea of the time sequence of the Trojan War, the rise of Rome, and eventually the birth of Christ. Beth R.

I thought of Romeo and Juliet in a historical perspective in the way the marriages were set up and the young girl was expected to be wed at an early age. In choosing to attend a small, private women's college, I see my emphasis on developing autonomy, setting and achieving goals, making decisions, and living for myself and God, of course. Through this drama, I particularly see the change in the image and role of women. Anne B.

Chaucer told me much of the ancient history of Troy in a way that was more enjoyable than a description of a bloody war. It did speak of the war and how it went, but it also spoke of the social customs of the times and people's ideals. Since I had only a general idea of this period of history before this class, it has helped me appreciate the difference between secular love and sacred love. We need to understand history because our lives are really founded on the circumstances of the past. Cindi B.

Cultural Perspectives

As a part of a liberal education, it is important to gain respect for culture other than our modern culture. Gottfreid Von Strassbourg's Tristan has helped me appreciate medieval culture. I have gained insight into chivalry and the feudal system. For instance, by understanding how important loyalty was in medieval times, I feel able to discuss more accurately other important beliefs of the time. Janet Z.

I liked reading Montaigne because I got to see some one else's point of view. Montaigne has a lot to say on very many topics. He can bring your attention to things you never thought of before. Then you can decide whether you agree or not. He helped me to broaden my thoughts so they aren't so confined to certain topics or areas. Jodi L.

Tristan changed my opinion and developed my critical reasoning skills in a cultural perspective. One critic I read reinforced and clarified an idea I heard some time before: arranged marriages were not loving marriages. The hopes of the couple were that they might grow to love each other, but that usually didn't happen. It was commonplace and accepted to have extra-marital affairs and relationships. So the fault lies not with Tristan and Isolde or Troilus and Criseyde as I had once thought. The fault lies with society in the time of Von Strassbourg and Chaucer. Society arranged false marriages--false in that a more perfect love was not present. Perhaps Pandarus represents that society, for he arranged Troilus and Criseyde's affair. So now I can more accurately make literary judgments of characters based on cultural perspectives as well as personal opinion. Maria L.

Tristan is a tale full of ideals foreign to 20th century man--the chivalric themes of love, honor, loyalty, and pride no longer exist today in the extremes that they did during Von Strassbourg's time. I found it interesting to have the opportunity to see how thirteenth-century man viewed the ideals of love. Carol J.

The study of Troilus and Criseyde gave me a look into the culture and mentality of Medieval Europe. Points that came out are the "earthiness" of the people for they were an uneducated audience. This can be opposed to Classical and Renaissance eras when learning and reason were important. Chaucer's audience didn't care as much about reason as they did about love. Chris B.

Political Perspective

Oedipus the King by Sophocles helped me gain political perspective by making me realize that in the past and even today, the political structure that I am accustomed to wasn't always prevalent. In this play, Oedipus is made king because he saved the city. This could be seen as a form of dictatorship, but I think it was semi-democratic. For instance, Oedipus still listens to the needs and wants of the people, and they still support him. It made me wonder what our American society would be like if we had that set-up. It has helped me to realize another form of government. Sally J.

Global Perspectives

I make a global connection with the play Romeo and Juliet. The reason is because of the way their love has lived on beyond Shakespeare's play. Romeo and Juliet are still considered two of the greatest lovers in all history. Their story has inspired other writers and modern day imitators. Its global meaning lies in the effect that love has on the world. The tragic love of Romeo and Juliet brought peace to their world. Today people still sacrifice their lives for others and it makes us stop to think about ways to avoid

future tragedies resulting from human stubborness. This is true of Central America where the underlying injustice is brought to our attention by the deaths of the people who work there because of love. These characters have had a great affect on me and awakened an awareness of what is happening in the world around me. It has helped me not only to consider "what" is happening, but more importantly, "why." Mary C.

I feel that Saint Teresa talks to all in a very global, universal sense even though she is specifically talking of the Catholic faith. Teresa and Montaigne are much freer in their writing styles than the other authors we've studied, and able to speak universally. Her message is that perfection is possible and open to anyone who chooses to follow its way. Chris B.

In the Odyssey, there were numerous islands, countries that Odysseus journeyed to. There was a constant theme of hospitality, graciousness, and sharing of friendship. They were universal ideals. I often hope that this could be true now, that this is how one country would view another. I certainly hope that the USA can be a peaceable and hospitable country despite universal conflicts. Anne B.

Philosophical Perspectives

Montaigne's Essays provide me with a philosophical perspective on life. This, I suppose, was because of the fact that his ideas were universally so applicable. The comments he made on ignorance, criticism, familiarity, justice, freedom, tolerance, health, etc., were so wonderfully simple that they were profound. Montaigne was certainly an extremely brilliant man, for he was able to recognize that simplicity is still the best. Joan R.

My philosophical ways were explored through the Essays of Montaigne. He is so full of questioning which I am too. He has a great philosophy on friendships. I can relate to his thinking more than to Saint Teresa because she is a bit too strict for me. He tells what he thinks and sort of sets an example for me to live by. This line is so human, "If I had my life to live again, I should live as I lived; I neither deplore the past, nor fear the future," I love it! To be so content is great, and I too am quite content with life. Stephanie T.

Montaigne's Essays remind me of me. They made me think a lot about what life really is. The things he said were deep and philosophical and one had to find the meaning. His essays are refreshing and interesting to read, and made me grow intellectually. His writings are about the experiences of life, and that is what my life is about, my experiences. Laurie T.

Spiritual Perspectives

The Vita Nuova was similar to the other texts in that a search for truth was the focus, although a love story was included. The difference is in the spiritual realm. Dante wrote from within himself and his life experience. He was searching for God, the ideal, the truth. For him the easiest and best way to approach this was to portray his feelings in the mask of love for a woman, Beatrice, the "blessed" one. Dante loved Beatrice, but not with a worldly love. Somehow his spirit communed with hers, and her love purged him (not without pain) from his badness. She was the epitome of goodness. In the other books (besides Essays and the Way of Perfection) the lovers were concerned solely with each other and with their earthly love. Their joy and sorrows depended on human love, their oneness was physical, not spiritual. This spiritual love of Dante's is a new idea in my liberal education. I believe that Dante really felt this way. I've learned a great deal about what it is to be perfect, or at least what it is to try to attain perfection. I have been forced to think about the state of our world today. I see how Saint Teresa tried to set down her philosophy of the ideal love--contemplation--unity with God. Teresa's work also involves a love affair, like the other works. Teresa loves God. The difference, of course, is that God is constant, immutable, whereas the human loves we encounter are mutable or changing. Teresa's philosophy of love and religion is set down in these rules which are based on her own experience. She is trying to infuse this philosophy into the hearts of her followers, so they can know and understand it, and then enter into a spiritual union with the Lord. Saint Teresa has pointed out that union with God is not impossible in our world, and that salvation is at hand if we are ready to accept it. I've gained a new perspective on how to conduct myself in a society with declining morals. Perhaps I can learn from the Carmelite nuns of medieval times to be patient, self-suffering, and humble in my own endeavors. Kris B.

Saint Teresa's spiritual perspective is of life as a journey. I guess, as a liberally-educated person, I'd like to combine the Way of Perfection with Montaigne's Essays for my life. I never want to become stagnant in my spiritual growth (Teresa), or my intellectual growth (Montaigne). I hope to develop my own set of beliefs, challenge them, and grow by being open to other learning opportunities. I hope that as I grow and develop I can be gentle on myself as Montaigne was. He realized and accepted his imperfections and those of others. Anne B.

APPENDIX 4

Masterpieces of Literature
English 361
Fall 1982
1:10-3:00 T, Th
ST 306

Sister Ingrid Peterson
Office ST 404 (RB 128)
Hrs: 8:50-9:50 MTThF
2:10-3:00 and by app't.
Phone: Ext. 277, Home 268, 262

Design for Choicemakers Characteristics

A. Critical thinking: Engage in reflective thinking; synthesize a point of view, formulating arguments to support it; apply abstract concepts to concrete experiences.
B. Aesthetic/Cultural Development; demonstrate an understanding of the major forms of artistic development; appreciate and participate in a variety of cultural/artistic experiences.
C. Communication: use various forms of writing competently; use effective oral communication; receive and interpret information effectively.
D. Breath of Perspective: demonstrate the ways of knowing in basic academic disciplines: arts, humanities, sciences, social sciences; interpret current problems within historical, cultural, political, global, philosophical, and spiritual perspectives; demonstrate an understanding of one's religious, faith heritage; understand the value systems operative in contemporary society.
E. Autonomy: act out of one's self-awareness to complete personal goods and planned activities; recognize and accept interdependence as integral to becoming autonomous.
F. Social relationships: appreciate human diversity and respect creeds, value systems, and related actions of others; demonstrate effective interaction with individuals in a variety of settings; move toward the achievement of a common goal by maintaining group support and cooperation.
G. Life Goals: develop an appreciation of the importance of lifelong learning; acquire the attitudes, knowledge and skills to practice lifelong habits of healthful living; apply one's values to important life decisions.

Course Objectives

1. To read critically and reflect on nine literary masterpieces.
2. To use correctly the elements of literary studies.
3. To communicate orally personal responses to literature.
4. To write with sensitivity and accuracy about a text.
5. To establish a sense of literary history and the history of ideas.
6. To develop interpretation skills for lifelong reading.
7. To recognize alternate cultures and value systems.

Classroom Procedure

1. Content-oriented introduction for each text.
2. Student log of reading notes.
3. Discussion and reports of close textual reading.
4. Student log to synthesize each work.
5. One work of criticism for each text.

Student Requirements

1. Nine texts of editions sold in CST bookstore.
2. Loose leaf logs to be collected in brown folders.

3. Criticism summary: Correct bibliography, author's thesis, support, your response - agree or disagree. Tell why.
4. Class attendance. It is expected that you will attend all class sessions. Only work excused in advance will be accepted late.
5. Oral contribution to discussion of texts.
6. Midterm and final examination.

Evaluation

One-third of grade will be the average of first four texts and midterm.
One-third of grade will be the average of five texts.
One-third of grade will be final examination.

Weekly Schedule

Week	Date	Author	Text	Country/Time		Genre
1	Sept. 9,14	Sophocles	Theban Plays	Greek	c492BC	Drama
2	Sept. 16,21	Homer	Odyssey	Greek	c7000BC	Epic
3	Sept. 23,28	Vergil	Aeneid	Roman	c70BC	Epic
4	Sept. 30 Oct. 5,7	Gottfreid Von Strassbourg	Tristram	German	c1210	Romance
		MIDTERM				
5	Oct. 12,14	Dante	Vita Nuova	Italian	c1292	Prose/ Poetry
6	Oct. 19,21, 26	Chaucer	Troilus and Cressida	English	1387	Rime Royale
7	Oct. 28, Nov. 2	Teresa of Avila	Way of Perfection	Spanish	c1577	Mystical Prose
8	Nov. 4,9	Montaigne	Essays	French	c1580	Essay
9	Nov. 11,16	Shakes-peare	Romeo and Juliet	English	1599	Drama
	Nov. 18	3:10-5:00	Final Exam			

Guidelines for Student Logs

You must keep coming back to the subject of the course; to your own reactions to the assignments, to class discussion, to the critics. Try to relate what you are reading to other things you have read or bring in your personal experience, as you recall it or as it is happening. Experience includes ideas, concepts, as well as events. Some general criteria include: concreteness versus vagueness, use of detail, vividness, ability to generalize and tie things together, sustained development of an idea, ability to compare and contrast ideas, application to the journal, willingness to work at it, ability to subordinate what is superficial to the significant, and use of literary tools.

Masterpieces of Literature
Final Examination

I. Five recent texts (60 minutes)

A well-known publisher of college texts has asked you to write the preface for his upcoming anthology entitled Ideals of Love and Truth. He has decided to arrange the material under three headings, and to include these texts under each heading:

Secular Love	
Troilus and Criseyde	Chaucer
Romeo and Juliet	Shakespeare
Sacred Love	
Vita Nuovo	Dante
Way of Perfection	Teresa of Avila
Humanistic Truth	
Essays	Montaigne

Your assignment as a writer is to give equal representation to each book: 1) to illustrate how it presents an ideal, and 2) to guide undergraduate readers in their way through new and unfamiliar material. Tell them significant elements to watch for in their reading, such as structure, characters, action, setting, conflict, narration, or other peculiar literary conventions. You may even add your own evaluation of the books, in an attempt to motivate them to consider how ideals of love and truth have been explored in these masterpieces of literature.

II. Literary genre (30 minutes)

A literary genre has a particular form, technique, or content which distinguishes it from other kinds of writing. Discuss each of these masterpieces telling how the entire structural integration of expression and thought is shaped from within so that its form and substance are one. Thus, to impose another form would destroy the artistry of the work.

A. Dante Vita Nuovo

The author of an autobiography presents a continuous narration of what he considers to be the most significant or interesting events of his life. Usually, an autobiographer reveals about himself only what he is willing to have known and remembered.

B. Chaucer Troilus and Criseyde

Poetry includes the art of rhymical composition designed to produce pleasure through beautiful, elevated, imaginative or profound thoughts. Chaucer's rime royal consists of seven line stanzas of iambic pentameter in an ababbcc rhyme scheme.

C. Teresa of Avila Way of Perfection

Personal prose writing employs an intimate style and a relaxed conversational manner to deal with subject matter that at least in part is autobiographical, that includes the author's experience.

D. Montaigne Essays

An essay may be loosely defined as a short nose composition on a particular topic, and generally thoughtful and interpretive. Montaigne first used the word essay in 1580 for informal reflections on himself and mankind in general.

III. Design for Choicemakers Characteristics (30 minutes)

This is an upper division course designed to address issues and values embraced in a liberal learning curriculum. These are perspectives identified in the desirable characteristics list:

Historical
Cultural
Political
Global
Philosophical
Spiritual

A perspective relates the aspects of a subject to each other and to a whole. The aspects are the individual texts and the subject the whole quest for the ideal expressed as the focus of the course. From the reading list select one text for each of four perspectives. You must choose four different perspectives and four different texts. Relate that book to the others in the course and to your goal as a liberally educated person? What difference has the book you are discussing made in your development as a student.

Sophocles	Oedipus
Homer	Odysseus
Vergil	Aenus
Von Strassbourg	Tristan
Dante	Vitae Nuovo
Chaucer	Troilus and Criseyde
Teresa of Avila	Way of Perfection
Shakespeare	Romeo and Juliet
Montaigne	Essays

College of Saint Teresa
Communicative Disorders Division
Re: Desirable Characteristics of a CST Graduate

APPENDIX 5

Introduction: The Desirable Characteristics List is designed as a general guideline within which administration, faculty and staff at the College of Saint Teresa help each student to achieve the goals of a liberally educated person. The joint efforts of academic affairs, students affairs, and pastoral affairs support student integration of curricular and co-curricular experiences in a values-based educational program. All areas of college life contribute to the on-going, incremental process of intellectural, personal, and spiritual development. This growth is shown by conscious choicemaking, leadership, and service that contribute toward a human world order.

The Desirable Characteristics are provided below. Although the Desirable Characteristics are listed in clusters, no order of importance is intended. In addition, it is recognized that there is a natural overlapping among clusters and characteristics.

Directions: Please evaluate your present status of development of the following Desirable Characteristics. Rate your level of development utilizing a one to five point scale, where a number one corresponds to a little or no range of development, a number three corresponds to an average range of development and a number five corresponds to a high degree of development. Movement up the scale from number one through number five indicates increasing development. Assign one number on the line before each characteristic.

A. Critical Thinking

_____ 1. Reason analytically
_____ 2. Engage in reflective thinking
_____ 3. Synthesize a point of view, formulating arguments to support it
_____ 4. Evaluate and choose among alternative courses of action
_____ 5. Apply abstract concepts to concrete experiences
_____ 6. Apply knowledge from an undergraduate major field

B. Aesthetic/Cultural Development

_____ 1. Acknowledge the presence of mystery in life
_____ 2. Demonstrate an understanding of the major forms of artistic expression
_____ 3. Appreciate and participate in a variety of cultural/artistic experiences
_____ 4. Convey meaning through creative and artistic experiences

C. Communication

_____ 1. Use various forms of writing competently
_____ 2. Use effective oral communication
_____ 3. Receive and interpret information effectively
_____ 4. Use quantitative tools effectively

D. Breadth of Perspective

_____ 1. Demonstrate a familiarity with the ways of knowing in basic academic disciplines (arts, humanities, sciences, social sciences)
_____ 2. Interpret current problems (within historical, cultural, political, global, philosophical, and spiritual perspectives)
_____ 3. Demonstrate an understanding of one's religious, faith heritage
_____ 4. Understand the value systems operative in contemporary society
_____ 5. Develop an ability to live meaningfully in a technological society

E. Autonomy

_____ 1. Develop a healthy self-concept (including an awareness of one's sexuality, potentials and limitations, values and beliefs)
_____ 2. Act out of one's self-awareness to complete personal goals and planned activities
_____ 3. Recognize and accept interdependence as integral to becoming autonomous
_____ 4. Respond personally to God's revealing of Self in one's life

F. Social Relationships

_____ 1. Appreciate human diversity and respect creeds, value systems, and related actions of others
_____ 2. Demonstrate effective interaction with individuals in a variety of settings
_____ 3. Develop and remain faithful to commitments and relationships
_____ 4. Move toward the achievement of a common goal by maintaining group support and cooperation
_____ 5. Demonstrate responsible citizenship

G. Life Goals

_____ 1. Develop an appreciation of the importance of lifelong learning
_____ 2. Formulate appropriate educational goals
_____ 3. Select and activate specific career goals
_____ 4. Acquire the attitudes, knowledge and skills to practice lifelong habits of healthful living
_____ 5. Apply one's values to important life decisions

College of Saint Teresa
Communicative Disorders Division
Re: Desirable Characteristics of a CST Graduate

Name:_____

Date:_____

DIRECTIONS: Evaluate each activity listed on the right according to the desirable characteristics listed below. Please follow each activity through the desirable characteristics list (i.e., the first activity, understanding theory. should be rated from "A. Critical Thinking" through "G. Life Goals." Mark the appropriate symbol in the grid indicating to what degree the practicum experience fostered the development of each desirable characteristic. Please utilize the following symbols:

Mark: - normal development
++ exceptional growth
o no perceivable growth

PRACTICUM EXPERIENCES

DESIRABLE CHARACTERISTICS of a CST Graduate	1. the understanding of theory	2. devising appropriate evaluative strategies	3. interpreting testing	4. report writing; clarity, comprehensiveness, organization; includes evaluation and progress reports	5. determining appropriate level and model of therapy	6. clarity and organization of lesson plans	7. controlling response complexity within therapy session	8. perception and receptiveness to client's needs	9. assistance to pertinent individuals, i.e., family, professionals, etc.	10. weekly meetings, discussion
A. Critical Thinking										
1. reason analytically										
2. engage in reflective thinking										
3. synthesize a point of view, formulating arguments to support it										
4. evaluate and choose among alternative courses of action										
5. apply abstract concepts to concrete experiences										
6. apply knowledge from an undergraduate major field										
B. Aesthetic/Cultural Development										
1. acknowledge the presence of mystery in life										
2. demonstrate an understanding of the major forms of artistic expression										
3. appreciate and participate in a variety of cultural/artistic experiences										
4. convey meaning through creative and artistic experiences										
C. Communication										
1. use various forms of writing competently										
2. use effective oral communication										
3. receive and interpret information effectively										
4. use quantitative tools effectively										

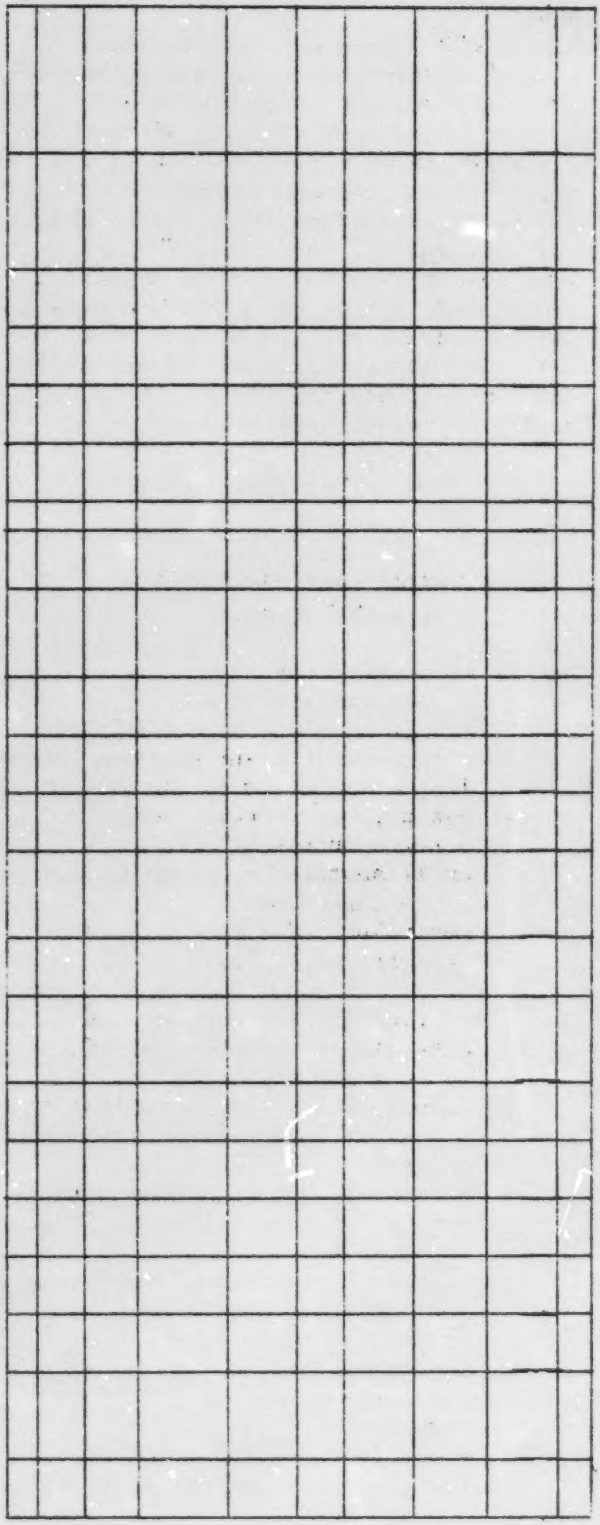
DESIRABLE CHARACTERISTICS
of a CST Graduate
(continued)

D. Breadth of Perspective
   1. demonstrate a familiarity with the ways of knowing in basic academic disciplines: arts, humanities, sciences, social sciences
   2. interpret current problems within historical, cultural, political, global, philosophical, and spiritual perspectives
   3. demonstrate an understanding of one's religion/faith
   4. understand the value systems operative in society
   5. develop an ability to live meaningly in a technological society

E. Autonomy
   1. develop a healthy self-concept
   2. act out of one's self-awareness to complete goals and activities
   3. recognize and accept interdependence as integral to becoming autonomous
   4. respond personally to God's revealing of Self in one's life

F. Social Relationships
   1. appreciate human diversity and respect others
   2. demonstrate effective interaction with individuals in varied settings
   3. develop and remain faithful to commitments and relationships
   4. move toward the achievement of a goal through support and cooperation
   5. demonstrate responsible citizenship

G. Life Goals
   1. develop an appreciation of the importance of lifelong learning
   2. formulate appropriate educational goals
   3. select and activate specific career goals
   4. acquire the attitudes, knowledge, and skill to practice lifelong habits of healthful living
   5. apply one's values to important life decisions



APPENDIX 5

College of Saint Teresa
Communicative Disorders Division
Re: Desirable Characteristics of a CST Graduate

1. A. Cite the Communicative Disorders Course in which you felt the most growth in your Desirable Characteristics.
   B. Specify the Desirable Characteristics that were developed.
   C. Indicate specific activities that promoted this growth.

2. A. Cite the Extra-Divisional Course (outside the division) that you found exceptionally effective in your growth of Desirable Characteristics.
   B. Specify the Desirable Characteristics that were developed.
   C. Indicate specific activities that promoted this growth.

3. A. Cite the Co-Curricular Activity that you found exceptionally effective in your growth of Desirable Characteristics.
   B. Specify the Desirable Characteristics that were developed.
   C. Indicate specific activities that promoted this growth.

4. A. Viewing the Communicative Disorders Division's curriculum as a whole, do you feel the department contributed to your acquisition of Desirable Characteristics? yes ____ no ____ (please check appropriate box)

B. Specifically, I feel the department was successful in fostering student's growth in the following Desirable Characteristics. Refer to the checklist and list as appropriate.

C. In my opinion, I felt the Communicative Disorders Division's curriculum was lacking in helping me to develop the following Desirable Characteristics. Refer to the checklist and list as appropriate.

BEHAVIORAL SCIENCES DIVISION 1982-1983 STUDY INVOLVING THE DEVELOPMENT PORTFOLIO/TRANSCRIPT

Project Design:

PHASE I - Winter Quarter FOCUS ON FACULTY

The Behavioral Sciences faculty will familiarize themselves with all aspects of the Development Portfolio/Transcript. In two day-long meetings the faculty will brainstorm and strategize on methods of integrating curricular and co-curricular activities and experiences with the Development Portfolio/Transcript. At least four major programs, both theoretical and pre-professional, will be interfaced with this instrument. The second day-long session will follow Phase II (below).

PHASE II - Winter Quarter FOCUS ON THE BALANCE BETWEEN PERSONAL GROWTH AND PROFESSIONAL USEFULNESS

Although we affirm the value of the Development Portfolio/Transcript for individual growth and development, this phase is designed to assess the professional utility of the instrument. With the assistance of eight community resource persons from the Winona area, we will explore the usefulness of the instrument from the employer viewpoint. This half-day experience will be facilitated by two or three members of the Behavioral Sciences Division. These community resource persons will represent banking, human and health service areas, retailing, personnel, government (city/county) and similar professions.

PHASE III - Spring Quarter FOCUS ON STUDENTS

Students representing the various majors offered by the Behavioral Sciences Division will work with the faculty on building their Development Portfolios. The faculty will encourage the students to utilize both curricular and co-curricular experiences and make use of a number of options available (the check sheet of activities, self-assessment with regard to desirable characteristics, designing personal growth contracts, relating to a mentor, and completing a formal development transcript.)

PHASE IV - Both Quarters FOCUS ON DOCUMENTATION AND DISSEMINATION

Concurrent with Phases I, II, and III, an audio-visual record of activities will be kept. This record will contain slide and sound accounts of the procedure and personal testimonies of the various participants, including faculty, community resource persons and students. It will be synthesized and supported by graphics and music. The slide/tape presentation will be useful in the future for the instruction of other divisions, faculty, and students in the use of this instrument.

Evaluation Plan: This study will be evaluated after each phase by the Internal Evaluator for the Design for Choicemakers Program. She will be invited to assess with the Division the strengths and weaknesses as the study develops.

Addressing the Desirable Characteristics

1. CRITICAL THINKING

   This study will enhance students' ability to reason analytically, engage in reflective thinking, and evaluate and choose among alternatives of action/methodologies, both now and in the future.

2. AESTHETIC/CULTURAL DEVELOPMENT

   This study will encourage appreciation and participation in conveying meaning of life experiences through creative and systematic expression, both now and in the future.

3. COMMUNICATION

   This study will assist students in a variety of forms of communication and to receive and interpret information and experiences effectively, both now and in the future.

4. BREADTH OF PERSPECTIVE

   This study will assist the whole College community in interpreting current life experiences within multiple perspectives and aid in personal understanding of operative values now and in the future.

5. AUTONOMY

   This study will enable the development of healthy self-concepts and student action out of a deeper self-awareness.

6. SOCIAL RELATIONSHIPS

   This study will promote students' awareness of life-long learning, their selection and action on specific career goals, and the application of persons' values to important life decisions.

The resulting slide/tape show can be used for students as individuals or in groups, as well as for academic divisions in expanding the awareness and use of the Development Portfolio/Transcript. This effort has the backing of all the members of the Behavioral Sciences Division in its implementation.

RESOURCE SHARING AND THE FACULTY DEVELOPMENT CENTER

The College supports several networks by which faculty and staff share their expertise and diverse skills, and also maintains a well-equipped Faculty Development Center.

The services of a facilitator are available for faculty who wish to engage in the Teaching Improvement Process, a formal procedure which includes videotaping of classes, administration of student and self-evaluation instruments and strategizing for change. Various groups of faculty meet to study the Perry model of ethical/intellectual development, learning style theory, communication across the curriculum, instructional strategies, the valuing process in college programming, and various topics in computer literacy.

The Center contains materials on philosophy and history of liberal studies in higher education, on improvement of instruction (teaching strategies, teaching clinic, and classroom interaction and evaluation), on many perspectives of student (human) development, on research and program evaluation, and on computer/technological literacy.

Program Manuals and Evaluation Reports

A copy of the documentary manual for each of the developing and experimental programs is kept in the Center. There are the semiannual and annual evaluation reports for funded and experimental programs. The manuals and evaluation reports for the funded programs are supplemented by the periodic reports of the CST Office of Institutional Research. Their availability in the single Center promotes faculty awareness of all the components of the College's program and facilitates systematic integration of the various sub-programs.

Microfiche Collection

A large collection of ERIC microfiche on higher education topics, along with a microfiche reader, enables faculty and staff members to keep updated on other model and innovative programs across the country and to have ready access to current bibliographic references.

Computer/Word Processor

An Apple II microcomputer supports a word processor and data management programs. The word processor facilitates the preparation of printed materials (syllabi, handouts, brochures), and the management programs enable efficient monitoring of the various components of the Liberal Studies Program. Forecasting, financial, and spread-sheet programs assist with future studies and with cost/benefit analyses. Faculty-based computer literacy programs are offered in the Center periodically; faculty and staff are always invited to come in to the Center to study on their own.

Life/Career Planning Materials

A sizeable collection of materials on adult development has been added to the Center. The collection is focused on several topics related to human development at the adult stages, to life and career planning, to mid-life transition, to changing roles of men and women, to stress management, to leisure and retirement, and to general theory of adult development. The materials support both individuals planning for continued productivity within higher education, and also career exploration for those who wish to consider alternative options. They support, also, the reflection and planning by special interest and support groups--such as pre-retirement clusters and new faculty members.

Orientation Materials for New Faculty

Helpful background support is provided for faculty members who are either new to the profession and/or who are beginning service at the College of Saint Teresa.

Sample syllabi, historical documents, goal and purpose documents, course and sequence sheets for student programs, and minutes for recent meetings of significant faculty bodies are just a few of the references which assist new faculty members to become quickly and correctly acquainted with the workings of this particular institution.

Continuing Professional Experience

Faculty at the College are encouraged to seek new experiences which broaden their command of their current area of expertise and provide them with exposure to new fields. To this end, a set of materials related to the obtaining of faculty internships is provided in the Center. Materials have also been procured to assist faculty members with obtaining consultantships, and with starting and maintaining their own businesses as independent specialized consultants. Computer programs on small-business management are also available for those faculty who wish to use the Center's microcomputer to support their consulting services. Finally, several resources on leadership and organizational development are provided in the Center for these more venturesome individuals.

Instructional Support

Numerous kinds of references to support improvement of instruction are provided in the Center. These include sample materials from the teaching improvement process available to faculty of the College (videotaping, facilitation of interaction, student input, personal reflection, and improvement planning). References on experiential learning, classroom interaction, and individualized and group

learning all circulate out of the Center. There are, besides, sets of newsletters and occasional papers from several other centers for the improvement of instruction.

Program Evaluation and Research

Support of faculty research and program evaluation is supplied by a good collection of references and by statistical packages for the microcomputer. The decentralized philosophy of program evaluation which has been operative during the design and implementation phases of the College's current program has been adequately supported by this readily available set of resources.

Student Learning and Interaction Styles

The college-wide inservice theme for recent years has been the study of learning styles and their impact on faculty teaching styles. To support this development project, the Center has stocked multiple copies of several learning style/teaching style instruments. These are available to instructors to use with entire classes as they actively reflect on the learning characteristics and preferences of the College of Saint Teresa students.

The College of Saint Teresa has, we think, an exemplary Faculty Development Center. Consulting, personal support, a wide variety of printed and non-printed references are centered and circulated in this facility. A broad range of development readiness is accepted and supported, and wide range of services is provided. The College of Saint Teresa faculty and staff make good use of the Center and serve as effective development facilitators to one another.

Student Leadership Network

The remarkably consistent work of the developers of the Student Leadership Network has resulted in materials which will enable the students to make efficient,

purposeful use of a great variety of human resources on the campus. This group has designed replicable workshops for the leadership skills development of new student leaders. They have surveyed the community to obtain workshop presenters and have developed their own members as presenters. More importantly, they have designed a resource file of campus personnel, noting their areas of expertise, personal qualifications and backgrounds, and their availability for student use. The student file is so well organized it would serve as a college-wide resource for speakers, consultants, and skill developers. It could be used for staff and faculty development as well as for the student development program.

Finally, the Student Leadership Network has published a very usable Officer's Manual, a cataloging of explicit suggestions, forms, and aids for officers of class, clubs, and organizations.

Instructional Strategy Sharing

At the 1982 Fall Faculty Meeting, the faculty engaged in a process by which they identified their own strengths, in terms of using various instructional strategies. They also identified other faculty members whom they saw as potential resource persons who could assist them to use the strategies well. The edited summary of this process serves as a beginning network for the sharing of expertise in instruction and in classroom interaction strategies.

In addition, the faculty began a project in expertise sharing. Following a model folder devised by the Director of Faculty Development, they volunteered to write up one or more strategies which they have used effectively and comforably. In a given folder, the faculty member describes how the strategy, e.g., a reflective journal, is employed, makes suggestions about its best use, offers cautions,

relates the strategy to various subgroups of students, and then to distinct learning styles, to the CST student outcomes, and to the valuing process. The folder concludes with a brief bibliography of references.

Using the shared resources on instructional strategies, the entire faculty gains a much enhanced awareness of its own resources and of the growth opportunities which we provide to one another.

Student Affairs Staff/Academic Advisory Corps

The student affairs staff at the College has, perhaps, the most systematic plan for acquainting its members with the many personal resources available to them as colleagues, faculty members, and administrative personnel. A regularly scheduled series of staff development meetings is designed to promote their awareness of internal resources and to enable this diverse group of counseling, residence, recreational, and activities personnel make effective referrals throughout the College community.

The Academic Advising Corps has initiated a similar set of staff development information-sharing sessions. In due course, these key individuals should gain a similar awareness of the many, many internal resources available to them for promoting total student growth and development.

Mentors for the Student Development Portfolio Program

An ongoing project is the identification of individuals who have had experience as mentors for student portfolio projects and also to learn about individuals who would like some preparation to serve as such mentors. While there is little formal training required for mentors, most faculty and staff who are interested in serving in this role have indicated that they would appreciate being in a mentor

support group or at least being informed about the referral network of persons who serve as mentors.

Computer Literacy Network

The effort to improve faculty literacy this year has been focused on faculty competence in using the word processor on the microcomputer in the Faculty Development Center. The literacy plan has been to move faculty and staff members, as confidently as possible from neophytes to users to colleague instructors. In carrying out this network system of instruction, many faculty members have become aware of their colleagues as active resource persons and have become comfortable in using them.

Summary

These examples of resource sharing described in this section do reflect the integrative, interrelated atmosphere of the College. However, they illustrate only the more program-related types of internal resource sharing; they complement the many long-term continued resource services such as those offered by the library, the special services center, the publications and communications staffs and the administrative service centers.

Development Portfolio/Transcript Materials

DEVELOPMENT PORTFOLIO/TRANSCRIPT PROGRAM

The order of the materials in this yellow-page section:

1. Two CST student reflections

2. Letter of invitation to students

3. Development profile materials

   -profile folder
   -record of courses and co-curricular involvement
   -student and mentor assessment of development in the desirable characteristics of a CST graduate

4. Development project materials

   -form for contract with self
   -fictitious contracts
   -real contracts by two CST students

5. Development transcript materials

   -transcript form
   -one CST student's development project and the development transcript based on it.

DESIGN FOR SELF-INITIATED PERSONAL GROWTH AND CHOICEMAKING
--IN INTELLECTUAL DEVELOPMENT
--IN PERSONAL/INTERPERSONAL DEVELOPMENT
--IN SPIRITUAL DEVELOPMENT

THE CST DEVELOPMENT PORTFOLIO AND TRANSCRIPT PROGRAM
--DEVELOPMENT PROFILE
--DEVELOPMENT PROJECTS
--DEVELOPMENT TRANSCRIPTS

To the Student:

The CST Development Portfolio and Transcript (DPT) Program is an opportunity for your realization of integrated and holistic learning. In DPT, the focus in on you and your own initiation, development, and completion of personal growth experience that may be given form (1) in the development profile, (2) in development projects, and (3) in development transcripts.

1. Development Profile
The development profile is basically a "log" of your learning experiences, curricular and co-curricular. Keeping the log, quarter by quarter, is a consciousness-raising activity that enables, even if it is in a small way, the integration within you of your entire educational experience at CST.

2. Development Projects
Development projects are formulated by you and may run the gamut in variety. Your project may
1) be carried out at any stage of college, in any area of life: intellectual, emotional, social, physical, spiritual;
2) be aimed at developing one or several of the desirable characteristics set as educational outcomes at CST;
3) bridge and integrate in-class and out-of-class learning as well as on-campus and off-campus experiences;
4) have as much or as little structure as you desire;
5) involve you, in increasing consciousness, in your own educational experience;
6) be initiated, developed and completed with or without the help of a mentor-generally an older, wiser person;
7) range from very public to very private content and process;
8) cover any time span from one week to four years, or more;
9) lead to the formulation of a development transcript in the senior year, if you choose this.
(See the sample development projects included with these materials.)

3. Development Transcript
A development transcript is a one-page summary document that briefly describes your qualities, abilities, talents, and/or experiences in a way not possible on an academic transcript. It may or may not flow from development projects. For example, you may be able to collate and organize past experiences into a valuable record without having completed a structured growth project. Then, the record may be entered as a development transcript into your credential file. The transcript may be verified or validated by any one of the following methods:
1) your own signature;
2) the signature of a person who vouches for the genuineness of the transcript;
3) the comments and signature of a mentor who has supported and challenged

you and who vouches in some detail on the transcript that you have acquired the characteristics described there.

Many prospective employers place high value on the kind of knowledge they can gain from the development transcript of a job applicant. Your major may become much more marketable if your experience and talent are set forth in the detail and order possible on a development transcript. (See the sample development transcript included in these materials.)

The process of "intentional developmental planning" used in designing a personal growth project may be summarized in five steps:

1) self-assessment;
2) goal-setting;
3) action planning;
4) implementation;
5) evaluation.

Step (1) may be helped along by student use of

a) the Development Profile (included with these materials);
b) the Student and Assessment of Development in the Desirable Characteristics of a CST Graduate (included with these materials);
c) the Student Development Task Inventory (see Director of Counseling for discussion of your results on this freshman test).

Steps (2) and (3) will depend on step (1) and may be made easier by looking at the fictitious and real-life sample projects included with these materials. Your determination and commitment will make step (4) happen. A mentor may be especially helpful in step (5). You will be invited to prepare a large personalized expandable envelope to hold all of your profile and project materials as well as papers, awards, exams, etc. that have been signs of significant personal growth.

Early in the senior year, you are invited to prepare development transcripts for your credential files. These transcripts will be processed through the Development Portfolic and Transcript Office (ST404). Extra copies of the materials included here are available in that office.

You are invited to the Development Portfolio and Transcript Program! It has been described as one of the best ways to integrate curricular and co-curricular learning. The students and mentors who participated in the 1979-83 pilot projects found DPT to be a powerful help toward development of the total person. It can be adjusted to fit any person's needs and desires for self-growth and can be adapted to any schedule and structure. Take advantage of it. It will help you to "own" your educational experiences at CST because you will have chosen them, deliberately involved yourself in them, and consciously reflected on their meaning in your life.

A STUDENT REFLECTION ON INVOLVEMENT IN THE DEVELOPMENT PORTFOLIO PROGRAM

By: Lisa Pommier, CST Class of 1984

> This profile is designed to help you plan your own development during your college years. It is <u>your</u> instrument to help you achieve <u>your</u> goals. . .

Certainly we expect to be touched and transformed by our college experiences. The stimulating and new environments, relationships, and situations that are encountered within the very heart of the College naturally and necessarily create for students the challenge to learn and to grow. It seems always to have been assumed that this challenge is to be faced in the formal dimension of the academics; through the objective skills and knowledge gained in their course study, students are encouraged to grow professionally and to develop those qualities necessary to "make it" in the world or to contribute to society. In my experience, however, such "external," objective development becomes futile and irrelevant unless accompanied with comparable internal development. The subjective, spiritual/personal dimension of the learning experience, then, also needs to be an inherent attribute of the college experience in order to allow wholeness and completeness within the individual as s/he is touched and transformed by her/his college experience.

I realize, however, that it is impossible for the College of Saint Teresa or any college to be strictly accountable for its students' personal development. No individual or institution can take responsibility for any person's interior self; rather, individuals must take responsibility for their own personal lives. Simultaneously, the College must do more than become a passive observer hoping for the best in the personal lives of the students. While personal growth cannot be demanded of anyone or even presented to or bestowed upon anyone, an active, participatory role can be taken by the College in providing the challenge and opportunity for individuals to achieve their personal growth.

Thus it is the responsibility of the College to create an environment that is conducive to interior development, and it is the responsibility of the students to take advantage of this environment by actively indulging in the opportunity it provides for personal enrichment.

There are, of course, countless channels used by the College of Saint Teresa to give students access to personal development. Many opportunities for interior development are provided both in and out of the classroom setting; some opportunities are obvious, and other are more hidden and indirect. Perhaps the most evident example of CST's active involvement in its students' interior enrichment, however, is seen in the Development Portfolio. In participating in the Portfolio Program, students are allowed to set their own goals and to determine their own methods for achieving these goals. The Development Portfolio, then, is a tool provided by the College for the students to use according to their individual wants and needs.

I have found my own participation in the Portfolio to be a valuable aid in helping me to take advantage of and to internalize the enriching challenge I have discovered college to be. In my move from the safe, secure environment of home into the unsure realm of college life, I have certainly been faced with many exciting and demanding situations which have called forth from me very direct and personal responses. I am, of course, the same person in a new world of experiences, yet in a very real sense the new experiences demand that I either become transformed through my involvement in these experiences, or else that I refuse involvement and thus live my life outside of the reality of my experiences. In choosing the first of these options I have committed myself to the subjective, personal development of my interior life, as well as to the objective, professional development of the exterior. When I was

asked to participate in the Development Portfolio, I saw it as yet another chance for me to enhance my academic growth by personal integration.

However, the Portfolio presented to me a new type of challenge for which I did not quite know how to render a solution. I foresaw difficulty in choosing and separating any one aspect of my personal development in order to formulate it into a personal project: to label it, to make it objective and to explore it in a concrete way, and then to re-integrate it and re-internalize it. The issue was compounded further in the ambiguity and confusion I was experiencing at the time I began my portfolio. As a result of important changes that had occurred in my personal life, especially in regard to changing relationships with others and the effects these changes had on my personal and spiritual self, I felt a stronger need to simply work through the separation already existing in my life rather than to create more separation as the first step toward greater unity. In preparing my goals for my personal project, then, I decided I needed simply to absorb and internalize the experiences in my life which were already calling forth personal growth and integration. Although this is an obviously vague and totally limitless goal, it also contains obvious and limitless potential for increased wholeness and personal satisfaction.

Because of the very subjective nature of the overall goal of my project, I chose, with the help of my mentor, a very objective and concrete means of achieving this goal. In a discussion of the alternatives possible, we decided perhaps the best way for me to reflect upon, to synthesize, and to evaluate what was happening internally would be through keeping a personal, regular journal. I would not attempt to analyze or to control my thoughts or feelings in my journal, but instead I would simply acknowledge them and allow them to be there as reflections of my inner being. In this way ambiguity and confusion

become the necessary prerequisites for growth and completeness rather than elements of my being I needed to eliminate. Journal writing could prove to be, and in fact has proved to be, an engaging penetration into the thoughts, emotions, presence of my inner, personal and spiritual self. Through journal writing I learn about myself and experience myself, and thus learn about and experience the outer world surrounding me in an active, participatory manner. It follows, then, that the objective and the subjective are not separate, unrelated dimensions of who I am; rather they complement each other and create in me the unity and wholeness necessary for an enriched life worth celebrating.

Certainly we expect to be touched and transformed by our college experiences. Included in the transformation is both the potential opportunity for change and the active acceptance of the opportunity. The Development Portfolio Program is one way in which the College of Saint Teresa has presented to me the opportunity to really strive to become the integrated, totally human person I am capable of being. My participation in the Development Portfolio Program is one specific way in which I have chosen to accept that challenge.

STUDENT VIGNETTE: OUTCOMES AND THE DEVELOPMENT PORTFOLIO

By: Carol Janka, CST Class of 1984

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

TIME SPAN *November, 1982*

1. The quality/ability/talent that I want to develop further:

To become comfortable in expressing myself creatively in my artwork.

To make my works an integral part of myself.

2. The related desirable characteristic: *Aesthetic/Cultural Development -*

To be able to convey meaning through creative and artistic experiences.

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: *To create works that express to the viewer personal feelings I have rendered in the work. To paint for myself, rather than what might seem to be more acceptable to the viewer. To incorporate the elements of design, which have special meaning to myself, in my art work.*

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): *To become familiar with the expressive works of contemporary and past artists. To begin to explore the elements of design that have personal meaning to myself. To keep a visual record of my expressions and personal development.*

5. I plan to do the following specific things: *To attend art exhibitions in the Winona area and in the Cities and Chicago. To read regularly art journals and art periodicals. To include in my sketchbook copies of work that other artists have rendered expressively as well as a collection of weekly sketches as a form of journaling.*

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes: *The viewing of the Edvard Munch showing in the Cities has helped me realize the personal risk involved in doing expressive works. I am becoming more confident in taking the risk of expressing myself in my art work.*

7. Name of mentor (if applicable) *Ms. Betty Ann Macek, MFA*

I initiated my personal growth project out of a growing dissatisfaction with my artwork. I became aware that there was something very "cool" about my works, for they allowed very little of my personal insights and expressions to be felt by the viewer. My natural tendency as an artist seems to be one of extreme realism, almost draftsman-like, and certainly photographically accurate.

Certainly, realism has its place in the art world, but, for myself, the "tight" realistic rendering of the subject matter - perhaps a tree and a house and a light post - gave me no sense of satisfaction upon completion of the work other than the fact that the work did indeed visually represent a very accurate rendering of a specific tree and a specific house and a specific light post.

I have likened my need to begin to be more expressive in my work to the way in which a musician might sing or play an instrument. If, for example, a musician wished to sing about a tree, a house and a light post, s/he might describe this scene in a melody that would allow the listener to hear the creaking limbs of the tree as a cold wind blows, to see the eerie shadows of the tree against the house that the street lamp created, and to feel the warmth that the lone candle in the window of the house gives out. In music, the lyrics are secondary to the feeling that the melody and harmony of the song convey. So it is also in art: the subject matter, while certainly an integral part of the entire composition, is secondary to the relationship between these elements and perhaps the "psychology" of the manner in which the painting is rendered.

My mentor has been very supportive in my personal development as an artist. Upon her suggestion, I have begun to keep a regular sketchbook as a means of "mapping" my growth. In my sketchbook, I collect reproductions of works of artists that appeal to me with their expressive qualities. I try to be aware of the color,

composition, and texture of these reproductions, and I collect them to form an "idea" file for later paintings. I also try to keep a journal of any inclination that I might have for a painting - usually it tends to be a fleeting thought that I quickly capture in my sketch book to save for sometime in the future.

I have also taken time to reflect upon why I have chosen to make a career for myself in the visual arts. I have explored what motivates me to paint. I think that perhaps my motivation is derived from the "adventure" of painting. Sometimes, when I have reworked and planned and prepared for a painting, it turns out to be something other than what I intended, and it is magnificent. Yet, sometimes I fail and the painting is a real dud. But if I don't undertake the adventure, if I play it safe, I will never grow.

My participation in and undertaking of a development portfolio growth project has helped me become more comfortable in taking risks in my artwork.

College of Saint Teresa
Winona, MN 55987

DEVELOPMENT PROFILE

Name _____
Date of Birth _____
Entered CST _____
Expected Graduation Date _____

Major & Date of Decision

_____

Class	Academic Year	Academic Advisor	GPA F	GPA W	GPA S	Year's Credits	Total Credits	Comments
Freshman								
Sophomore								
Junior								
Senior								

FRESHMAN YEAR

		Credits	Grade
COMP Test			
Intro. to Liberal Studies			
Reading Proficiency			
Rhetoric I			
Rhetoric II			
Basic Math			

Comments:

SENIOR YEAR

	Date Completed	
COMP Test		
Senior Seminar		
Placement Credentials		
Major Requirements		
Development Transcripts		

Comments:

EXPERIENCES, ACTIVITIES

1. HONORS (State or National Offices or Committees; Scholarships, Awards,...)

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

2. CLUBS, COLLEGE COMMITTEES, COMMISSIONS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

3. OFF-CAMPUS LEARNING/DEVELOPMENTAL INVOLVEMENTS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

4. ELECTED CAMPUS POSITIONS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

5. STUDENT WORK EXPERIENCE (Campus, Summer)

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

6. PARTICIPATION, PRODUCTION GROUPS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

7. VOLUNTEER SERVICES (Campus, Off-Campus)

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

8. ATHLETICS, RECREATIONAL ACTIVITIES

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

9. SELF-INITIATED STUDY/DEVELOPMENT/ENRICHMENT PROJECTS

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

10. PROFESSIONAL/CULTURAL/ENRICHMENT EVENTS, WORKSHOPS, SEMINARS,...

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

11. OTHER

	FR	SO	JR	SR
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3
_____	1 2 3 S	1 2 3 S	1 2 3 S	1 2 3

COMPLETED DEVELOPMENT PROJECTS --- TOWARD A DEVELOPMENT TRANSCRIPT

OBJECTIVE/ACTIVITY/ABILITY	TIME SPAN	MENTOR	MENTOR'S COMMENTS

Major _____

COURSES ACADEMIC MAJOR (about 60-70 quarter hours)

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Related Co-Curricular Experiences

BREADTH COURSES/EXPERIENCES (40 core credits + freshman liberal studies + senior seminar)

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Area*	Related Co-Curricular Experiences
ID 160	Intro. to Liberal Studies								ID	
ID 460	Senior Seminar								ID	

*Areas and credits required: Humanities (12); Social & Behavioral Sciences (8); Natural Sciences & Math (8); Fine & Performing Arts (4); Religious Studies (4); Physical Well-Being (4). Interdisciplinary core courses may be taken in place of core requirements in your major field.

GENERAL ELECTIVES (about 60-70 quarter hours)

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Area	Related Co-Curricular Experiences

SHEET FOR OVERFLOW

Course Number	Course Title	Academic Year	Quarter F	W	S	S	Cr.	Gr.	Area	Related Co-Curricular Experiences

INTEGRATED PERSONAL GROWTH THROUGH PARTICIPATION IN CO-CURRICULUM--SPECIAL MENTION

Co-Curricular Activity/Experience	Academic Year	Quarter				*Growth in			Type of Student Responsibility
		F	W	S	S	ID	PID	SD	

*ID = Intellectual Development; PID = Personal/Interpersonal Development; SD = Spiritual Development.

INTEGRATED PERSONAL GROWTH THROUGH PARTICIPATION IN CO-CURRICULUM--SPECIAL MENTION

Co-Curricular Activity/Experience	Academic Year	Quarter F	W	S	S	*Growth in ID	PID	SD	Type of Student Responsibility

*ID = Intellectual Development; PID = Personal/Interpersonal Development; SD = Spiritual Development.

STUDENT AND MENTOR ASSESSMENT OF DEVELOPMENT IN THE DESIRABLE CHARACTERISTICS OF A CST GRAUDATE

Symbols: + = growth I expected; ++ = more growth than I expected; 0 = no perceptible growth.

	FR				SO				JR				SE		
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S
A. Critical Thinking															
The student, with the assistance of the College community, is enabled to:															
1. reason analytically															
2. engage in reflective thinking															
3. synthesize a point of view, formulating arguments to support it															
4. evaluate and choose among alternative courses of action															
5. apply abstract concepts to concrete experiences															
6. apply knowledge from an undergraduate major field															
B. Aesthetic/Cultural Development															
The student, with the assistance of the College community, is enabled to:															
1. acknowledge the presence of mystery in life															
2. demonstrate an understanding of the major forms of artistic expression															
3. appreciate and participate in a variety of cultural/artistic experiences															
4. convey meaning through creative and artistic experiences															
C. Communication															
The student, with the assistance of the College community, is enabled to:															
1. use various forms of writing competently															
2. use effective oral communication															

	FR				SO				JR				SE			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S
Communication (continued)																
3. receive and interpret information effectively																
4. use quantitative tools effectively																
D. Breadth of Perspective																
The student, with the assistance of the College community, is enabled to:																
1. demonstrate a familiarity with the ways of knowing in basic academic disciplines: arts, humanities, sciences, social sciences																
2. interpret current problems within historical, cultural, political, global, philosophical, and spiritual perspectives																
3. demonstrate an understanding of one's religious, faith heritage																
4. understand the value systems operative in contemporary society																
5. develop an ability to live meaningfully in a technological society																
E. Autonomy																
The student, with the assistance of the College community, is enabled to:																
1. develop a healthy self-concept including an awareness of one's sexuality, potentials and limitations, values and beliefs																
2. act out of one's self-awareness to complete personal goals and planned activities																
3. recognize and accept interdependence as integral to becoming autonomous																
4. respond personally to God's revealing of Self in one's life																

	FR				SO				JR				SE			
	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	
F. Social Relationships																
The student, with the assistance of the College community, is enabled to:																
1. appreciate human diversity and respect creeds, value systems, and related actions of others																
2. demonstrate effective interaction with individuals in a variety of settings																
3. develop and remain faithful to commitments and relationships																
4. move toward the achievement of a common goal by maintaining group support and cooperation																
5. demonstrate responsible citizenship																
G. Life Goals																
The student, with the assistance of the College community, is enabled to:																
1. develop an appreciation of the importance of lifelong learning																
2. formulate appropriate educational goals																
3. select and activate specific career goals																
4. acquire the attitudes, knowledge and skills to practice life-long habits of healthful living																
5. apply one's values to important life decisions																

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME_____ TIME SPAN_____

1. The quality/ability/talent that I want to develop further:

_____

_____

2. The related desirable characteristic:_____

_____

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things:_____

_____

_____

_____

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunies):_____

_____

_____

_____

5. I plan to do the following specific things:

_____

_____

_____

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:_____

_____

_____

_____

7. Name of mentor (if applicable)_____

(Use the reverse side for personal reflections and/or mentor comments.)

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Hannah Herstory TIME SPAN _____

1. The quality/ability/talent that I want to develop further:

The ability to place the woman's issue in historical, cultural, and philosophical perspective

2. The related desirable characteristic: The ability to interpret current problems within historical, cultural, and philosophical prespectives

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: discover the reason for the contemporary woman's movement; determine my own position relative to this movement; become more aware of how society today exploits women; be knowledgable re woman's past history; be able to discriminate between positive and negative aspects of the woman's movement; recognize discrimination and sexual exploitation in my own day-by-day living.

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): talking to peers and woman role models about my need; reading books and articles on woman's history and the women's movement; being conscious of this issue when watching TV, interacting in social groups and in classroom situations; attending League of Women Voters and YWCA events; discussing woman's past history with mother, aunt, grandmother; discussing the contemporary women's movement with my father, brother, boyfriend.

5. I plan to do the following specific things:

Read Signs and/or MS Magazine regularly

Attend at least one off-campus meeting of a woman's group

Evaluate critically my favorite TV program to see how it presents women

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:

I am becoming more aware of sexist language.

I recognize that women, too, made history.

I am more assertive and comfortable in my role as woman.

7. Name of mentor (if applicable) _____

(Use the reverse side for personal reflections and/or mentor comments.)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Bi-Cultura TIME SPAN

1. The quality/ability/talent that I want to develop further:
Awareness of the rich multi-cultural society in the U.S.
Awareness of the multi-faceted situation of the Hispanic U.S. citizen
Awareness of my prejudices related to lack of knowledge.

2. The related desirable characteristic: Appreciation of human diversity; demonstrate effective interaction with individuals in a variety of settings; interpret current issues within historical, cultural, political and spiritual perspectives.

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: lack of understanding of the Spanish-speaking peoples of the U.S.; prejudice toward those of different cultures; no understanding of the "illegals" etc.; want to understand who the U.S. Hispanic is; want to rid myself and others of subtle prejudices; want to see the U.S. as a multicultural society and not a melting pot.

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): taking course in Spanish-speaking People of the U.S.; reading recommended materials in the Library; getting to know Latins and Mexican Americans on campus; working in the Diocesan Migrant Program; visiting a migrant camp and clothing center (Summer); visiting some settled out Hispanic people in Minnesota.

5. I plan to do the following specific things:
Help sponsor a Spanish Mass-Fiesta for CST students.
Learn of migrants needs and help them somehow.
Try to learn the truth that will dispel my prejudice.
Take the course in Spanish-speaking People of the U.S.
Learn to sing, dance, cook, decorate according to Hispanic Culture
Gain an understanding of the language predicament of these people.

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:
My excitement when I hear a Spanish song
My awareness of others who live in a different but rich culture
A desire to use my new awareness in my career, when and where Spanish-speaking people will be present.

7. Name of mentor (if applicable)

(Use the reverse side for personal reflections and/or mentor comments.)

BEST COPY AVAILABLE

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Arti Culata TIME SPAN

1. The quality/ability/talent that I want to develop further:

To increase in effective leadership in what I do

To be able to speak intelligently and effectively to the public

2. The related desirable characteristic: Use of effective oral communication; demonstration of effective interaction with individuals in a variety of settings; movement toward achievement of a common goal by maintaining group support and cooperation.

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: to learn effective communication techniques in order to use them; to be able to speak freely and effectively in public; to be better informed about current events; to be able to support my viewpoint; enable a group to move toward a common goal by inviting cooperation and showing follow-through

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): being involved in Student Government; holding an office of my own choice; reading at liturgies; attending leadership workshops; expressing my position on issues affecting Winona; getting involved in the local government.

5. I plan to do the following specific things:

Go to Student Government meetings; get involved in liturgies; voice my views at meetings of various groups on campus; speak up more in class; be more assertive and active in participation in groups.

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes:
Was delegate to Republican Party; handed out pro-life pamphlets; Went regularly to Student Government meetings; feel more comfortable in speaking in public or in a large group; have increased my reading about current events.

7. Name of mentor (if applicable)

(Use the reverse side for personal reflections and/or mentor comments.)

BEST COPY AVAILABLE

CONTRACT WITH SELF FOR A DEVELOPMENT PROJECT

NAME Clara Net TIME SPAN

1. The quality/ability/talent that I want to develop further:

To be able to think critically and engage in reflection in order to avoid being caught in gossip and peer pressure.

2. The related desirable characteristic: Engagement in reflective thinking; AUTONOMY development of healthy self-concept; appreciate human diversity

3. I recognize the following needs in this area and/or I specifically want to be able to do the following things: to consider both sides of issues and situations; to form my own opinion and stick by it; to be fair to myself and others in the Residence Halls and on campus; to stop unfair gossip and rumors; to feel free and confident in expressing my own opinion; not to jump to conclusions or "join the crowd" in unfairness to someone; to support the "underdog"

4. I see the following opportunities as ways for achieving my desired outcomes (both on-campus and off-campus opportunities): becoming active in Residence Councils and Student Government in order to be better informed; doing things alone or with different people (eating, laundry); listening at corridor meetings before forming opinions; joining in tri-college activities to gain perspective; independent participation in Womens Volunteer Services; checking tendency to gossip at social events

5. I plan to do the following specific things:

Become active in Residence Council and Student Government

Listen more openly and critically to people.

Listen carefully, read carefully, speak carefully

6. Indications that I am growing toward my desired outcomes and/or experiences that I know have contributed toward my desired outcomes: I am gaining new perspectives on life in and out of residence halls; I have learned about and used new channels for gaining info and changing my mind; I have quit gossiping and believing everything I hear about people.

7. Name of mentor (if applicable)

(Use the reverse side for personal reflections and/or mentor comments.)

PERSONAL GROWTH PROJECT FOR KAREN RICE — Winter/Spring - Freshman

Characteristics that I want to develop further:

1. Critical thinking - to engage in reflection (reflect on the truth and beauty of works of art).
2. Aesthetic/cultural development: to be able to...
   ...demonstrate an understanding of the major forms of artistic expression;
   ...appreciate and participate in a variety of cultural/artistic experiences in literature and the arts;
   ...convey meaning through artistic and creative experiences.
3. Breadth of perspective--to demonstrate a familiarity with the arts.
4. Purpose/goals--to be able to formulate appropriate educational plans and experience personal satisfaction from educational experiences.

I recognize the following needs in this area:

Appreciation of (a) theater, (b) art, (c) dance/ballet, and (d) classical music.

I plan to do the following things:

1. Attend or view plays and operas whenever possible.
2. View art exhibits, take a course in art appreciation.
3. Take classes in ballet; attend dance recitals and productions.
4. Listen to classical recordings; research favorite composers.

Experiences that have contributed toward my desired outcomes:

1. Theater: attending theatrical productions at CST, SMC, WSU, and other colleges, attending a play at the Guthrie Theater, watching operas on public television.
2. Art: viewing art exhibits at Cotter Art Center and St. Mary's College, visiting the Walker Art Center in Minneapolis, taking an art appreciation course spring term.
3. Ballet/Dance: taking a continuing education course in ballet, attending recitals and concerts, observing rehearsal of the Minnesota Dance Theater, attending the Career Awareness Series Dance, reading books on famous dancers and choreographers, taking a class in ballroom dancing.
4. Music: listening to classical records, researching favorite composers in the library, attending orchestral concerts on and off campus, going to a symphony at Orchestra Hall in Minneapolis, listening to Minnesota Public Radio.

Indications that I am growing toward my desired outcomes:

I am now doing the above things not because I think I should, but because I want to for my own enjoyment.

PERSONAL GROWTH PROJECT FOR ELISA SALVATORI Winter/Spring - Freshman

Characteristics that I want to develop further:

1. Purpose/goals--formulate appropriate educational plan in relation to a nursing major; select and activate specific career plans.
2. Attitudes--assert values and choose actions consonant with my belief system.
3. Critical thinking--synthesize a point of view, and be able to support it;
   ...unify in a statement what I have found;
   ...analyze and criticize alternate plans of action;
   ...choose with clear reasons from alternative courses of action.

I recognize the following needs in this area:

1. To understand the history of nursing (an overview of its beginning);
2. To understand the qualities a nurse should have; to reflect and try to develop those I do not have fully developed;
3. To research and become aware of the job opportunities available to a nurse.

I plan to do the following things:

1. Read many books on nursing and consider the different points of view;
2. Talk with nurses (in various fields);
3. Observe nurses in action in the various aspects of nursing;
4. Work over summer break as a nurse aide;
5. Continue volunteer work, explore more volunteer opportunities.

Experiences that have contributed toward my desired outcomes:

1. I have interviewed Carol Spaag, RN and Sister Humbeline Aulik, RN;
2. I have read nursing books, magazine articles, current publications;
3. I attended a health career seminar touching many medical careers (especially nursing);
4. I have volunteered in a hometown hospital for two years and had duties in many different areas of the hospital;
5. Freshman Seminar--values clarification project; choosing from among alternatives.

Indications that I am growing toward my desired outcomes:

This project has given me direction. I decided to try this project when it was first introduced in the fall. I am trying to integrate strands of history, practical knowledge of what nursing is and what a nurse does at work, and the opportunities in a career of nursing. I am doing this to analyze my own choice and to maintain direction in my current studies. I am beginning to see that as I find out more about nursing, I can integrate that knowledge with my current direction of becoming a nurse.

CONTRACT FOR A PERSONAL GROWTH PROJECT

Sharon Wolff — Time Span - Senior Year

Desirable Characteristics: 1) act in accordance with personal creed and value system; 2) assert values and choose actions consonant with belief system; 3) place current problems in local, cultural, and national perspectiv

DEVELOPMENT OBJECTIVES:

1. The characteristics that I want to develop further:
   Become more knowledgeable of rural lifestyles;
   Become active now and after graduation in the role of rural women;
   Inform and influence others about issues facing rural women.

2. I recognize the following needs in this area:
   Need to know more about the role of rural women and their organization;
   Qualitites to be developed in my person.

3. I specifically want to be able to do the following things:
   Be knowledgeable about rural lifestyles, organizations, & roles;
   Learn more about issues facing rural families;
   Become a leader among rural women.

I see the following opportunities as ways for achieving my desires:

ON CAMPUS: Become involved in Farmers' Daughters;
Discuss agriculture and woman issues with others;
Listen to speakers brought in concerning this topic;
Read literature concerning rural issues of today.

OFF CAMPUS: Contact Mary Jane Hendel and Fr. Paul Halloran;
Attend Church & Rural Life Forum, Rochester, Nov. 29, 1979
Attend the Farm Women Forum, Rochester, Mar. 27, 1980.

I plan to do the following things:

1. Discuss the farm forum held in Rochester with 4 or 5 others.
2. Attend, if possible, the Farm Women Forum on March 27;
3. Exert influence in the college community;
4. Contact and correspond with Mary Jane Hendel and Fr. Paul Halloran.

Indications that I am growing toward my desired outcomes:

I have written to and obtained feedback from Mary Jane Hendel. From this correspondence I am becoming more aware of the changing lifestyle of the rural family.

Experiences that I now have contributed positively toward my desired outcomes:

Discussion of Farm Forum with a group of others;
Involvement with the Farmers' Daughters group;
Correspondence with Mary Jane Hendel.

COLLEGE OF SAINT TERESA, WINONA, MN---DEVELOPMENT TRANSCRIPT

Name of Student: Sharon Wolff Date Recorded 5/22/80 Area of Development Project Leadership

Objective: To grow in knowledge of role of rural American women and to grow toward leadership as a rural woman.

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES
- Organized Farmers' Daughters Club. - Arranged for speaker to appear on campus. - Corresponded with Mary Jane Hendel, leader in Farm Women's Forum at the state level. - Discussed Farm Forum with small group. - Read literature related to agriculture and farm women.	- Initiated creative projects on campus for implementation by the Farmers' Daughters. - Exhibits resourcefulness in finding out about the role and challenges of today's farm women. - Moves as a leader among other young women with similar interests in rural life. - Faces realistically the fact that present-day farm women are confronted with many problems.

MENTOR COMMENTS:

Sharon, with unusual conviction and enthusiasm, has grown toward her goal this year. She is interested in rural life and devoted to the cause of farm women. With the leadership qualities she possesses, I believe she will not only participate in farm women's organizations but will help to lead them!

Student Signature /s/ Sharon Wolff Mentor Signature /s/ Sister Margaret Pirkl, O.S.F.

COLLEGE OF SAINT TERESA
WINONA, MN 55987
DEVELOPMENT TRANSCRIPT

Name of Student: _____ Date Recorded: _____

Area of Development Project: _____

Objective: _____

ACTIVITIES IN WHICH STUDENT PARTICIPATED	DEMONSTRATED ABILITIES

MENTOR COMMENTS

Student Signature _____ Mentor Signature _____

Bibliography

BIBLIOGRAPHY

Categories: Classic Historical References

General References

Values Education

Teaching and Learning

Co-Curriculum and Intentional Development

Present and Future Challenges in Higher Education

Personal Development

Locations: Library Call Numbers - Mary Molloy Library

ST 109, FDC - Faculty Development Center

ST 214, SA - Student Affairs Office

Additional Resources:

ST 109 Halstead, D. Kent, ed. Higher Education: A Bibliographic Handbook, Vol. II. Washington, D.C.: National Institute of Education, 1981.

*ST 109 Perry Network. Collection of Current Resource Papers and Articles in Large Yellow Three-Ring Binder.

* Especially recommended.

CLASSIC HISTORICAL REFERENCES

378.73 B41r — Bell, Daniel. The Reforming of General Education. New York: Columbia University Press, 1966.

370.1 B835 — Bruner, Jerome S. The Process of Education. New York: Vintage Books, 1960.

370.1 D51d — Dewey, John. Democracy and Education: An Introduction to the Philosophy of Education. New York: Macmillan Company, 1916.

370.973 H26 — Harvard University, Committee on the Objectives of a General Education in a Free Society. General Education in a Free Society. Cambridge, MA: Harvard University Press, 1945.

378 H97 — Hutchins, Robert. Higher Learning in America. New Haven, CT: Yale University Press, 1936.

378 N465 — Newman, John H. The Idea of a University. Garden City, NY: Image Books, 1959.

888 P69rLe — Plato. The Republic. Baltimore, MD: Penguin Books, 1970.

370.1 W58a — Whitehead, Alfred North. The Aims of Education. New York: Macmillan Co., 1929.

192 W58m — Whitehead, Alfred North. Modes of Thought. New York: Capricorn Books, 1938.

GENERAL REFERENCES

370.1 B15 — Bailey, Stephen. The Purposes of Education. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1976.

378.1 B67e — Bowen, Howard R. Efficiency in Liberal Education: A Study of Comparative Instructional Costs for Different Ways of Teaching - Learning in a Liberal Arts College. New York: McGraw-Hill, 1971.

370.73 B67 — Bowen, Howard R. Investment in Learning: The Individual and Social Value of American Higher Education. San Francisco: Jossey-Bass, 1977.

* Especially recommended.

GENERAL REFERENCES (cont.)

378
B69c
Boyer, Ernest, L. and Fred M. Hechinger. Higher Learning in the Nation's Service. Washington, D.C.: Carnegie Foundation for the Advancement of Teaching, 1981.

*370.1
B69
Boyer, Ernest, L. and Arthur Levine. A Quest for Common Learning: The Aims of General Education. Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching, 1981.

370.1
P53
No. 95
Brodinsky, Benjamin. Defining the Basics of American Education. Bloomington, IN: Phi Delta Kappa, 1977.

378
B83
Brubacher, John S. On the Philosophy of Higher Education. San Francisco: Jossey-Bass, 1977.

*378.73
M72
Chickering, Arthur and Associates. The Modern American College. San Francisco: Jossey-Bass, 1981.

370.1
C73
Combs, Arthur. Myths in Education: Beliefs that Hinder Progress and Their Alternatives. Boston: Allyn and Bacon, 1979.

378.1
C883
Cross, Kathryn Patricia. Beyond the Open Door. San Francisco: Jossey-Bass, 1971.

378.73
D24
Darkey, William. Three Dialogues on Liberal Education. Annapolis, MD: St. John's College Press, 1979.

370.1
F57
Fitzgibbons, Robert. Making Educational Decisions: An Introduction to Philosophy of Education. New York: Harcourt Brace Jovanovich, 1981.

378
On1
Grant, Gerald, et al. On Competence: A Critical Analysis of Competence - Based Reforms in Higher Education. San Francisco: Jossey-Bass, 1979.

370.1
H74f
Holt, John C. Freedom and Beyond. New York: E. P. Dutton, 1972.

370.1
L23
Landor, R. The Education of Every Child: On the Teaching and Learning of Liberal Arts. Berea, OH: Liberal Arts Pub., 1974.

378.73
L57r
Levine, Arthur. Reform of Undergraduate Education. San Francisco: Jossey-Bass, 1973.

378.73
M361
Martin, Warren Bryan. A College of Character. San Francisco: Jossey-Bass, 1982.

GENERAL REFERENCES (cont.)

378 M178g — McGrath, Earl J. General Education and the Plight of Modern Man. Indianapolis, IN: The Lilly Endowment, 1976.

378 N51 — Niblett, William, ed. The Sciences, the Humanities and the Technological Threat. New York: Wiley, 1975.

378 P25 — Parsonage, Robert, ed. Church Related Higher Education: Perceptions and Perspectives. Valley Forge, PA: Judson Press, 1978.

*378.73 R441 — Riesman, David. On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism. San Francisco: Jossey-Bass, 1980.

378 R73 — Rossman, Michael. On Learning and Social Change. New York: Vintage Books, 1972.

*378.1 R83 — Rudolph, Frederick. Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco: Jossey-Bass, 1977.

ST 109 FDC & 370.1 W73 — Winter, David, David Mc Clelland, and Abigail Stewart. A New Case for the Liberal Arts: Assessing Institutional Goals and Student Development. San Francisco: Jossey-Bass Publishers, 1981.

VALUES EDUCATION

ST 109 FDC — Bargo, Michael. Choices and Decisions: A Guidebook for Constructing Values. San Diego, CA: University Associates, 1980.

370.1 B384 — Beck, Clive M., ed. Moral Education. Toronto: University of Toronto Presss, 1971.

370.1 D71 — Cochrane, Donald et al., ed. The Domain of Moral Education. New York: Paulist Press, 1979.

370.1 Ea76 — Earley, Margaret et al. Valuing at Alverno: The Valuing Process in Liberal Education. Milwaukee, WI: Alverno Productions, 1980.

VALUES EDUCATION (cont.)

ST 109 FDC — Hall, Brian P. The Development of Consciousness: A Confluent Theory of Values. New York: Paulist Press, 1976.

*ST 109 FDC — Hall, Brian P., et al., eds. Readings in Value Development. New York: Paulist Press, 1982.

370.1 P53 No. 91 — Harmin, Merrill. What I've Learned about Values Education. Bloomington, IN: Phi Delta Kappa, 1977.

370.1 V249 — Hennessy, Thomas C. Values and Moral Development. New York: Paulist Press, 1976.

370.1 H43 — Hersh, Richard. Promoting Moral Growth: From Piaget to Kohlberg. New York: Longman, 1978.

370.1 H83 — Howe, Leland. Personalizing Education: Values Clarification and Beyond. New York: Hart Pub. Co., 1975.

370.1 L56v — Lerner, Max. Values in Education:; Notes Toward a Values Philosophy. Bloomington, IN: Phi Delta Kappa, 1976.

ST 109 FDC — McBee, Mary Louise. Rethinking College Responsibilities for Values, New Directions for Higher Education #31. San Francisco: Jossey-Bass, 1980.

*377 M55 — Morrill, Richard. Teaching Values in College. San Francisco: Jossey-Bass, 1980.

370.1 M792 — Mosher, Ralph. Moral Education: A First Generation of Research and Development. New York: Praeger, 1980.

370.1 M791 — Munsey, Brenda. Moral Development, Moral Education and Kohlberg: Basic Issues in Philosophy, Psychology, Religion, and Education. Birmingham, AL: Religious Education Press, 1980.

370.1 P92 — Presno, Vincent. The Value Realms: Activities for Helping Students Develop Values. New York: Teachers College, Columbia University, 1980.

ST 109 FDC — Savary, Louis. Integrating Values: Theory and Exercises for Clarifying and Integrating Religious Values. Dayton, OH: Pflaum Press, 1974.

370.1 Sh2 — Shaver, James. Facing Value Decisions: Rationale-Building for Teachers. New York: Teachers College Press, 1982.

VALUES EDUCATION (cont.)

370.1 Ed84 — Sloan, Douglas, ed. Education and Values. New York: Teachers College Press, 1980.

370.1 V24 — Superka, Douglas, et al. Values Education Sourcebook: Conceptual Approaches, Materials, Analyses and an Annotated Bibliography. Boulder, CO: Social Science Education Consortium, 1976.

TEACHING AND LEARNING

378.1 B45 — Bergquist, William, et al. Designing Undergraduate Education. San Francisco: Jossey-Bass, 1981.

ST 109 FDC — Bergquist, William and Steven Phillips. A Handbook for Faculty Development, Three Volumes. Washington, D.C.: Council for the Advancement of Small Colleges, 1975 and 1977; Council of Independent Colleges, 1981.

ST 109 FDC — Berte, Neal, ed. Individualizing Education by Learning Contracts, New Directions for Higher Education #10. NDHE #10. San Francisco: Jossey-Bass, 1975.

378 B54 — Bisconti, Ann S. College Education on the Job: The Graduates' Viewpoint. Bethlehem, PA: CPC Foundation, 1976.

370.1 B62a — Bloom, Benjamin. Taxonomy of Educational Objectives: The Classification of Educational Goals. New York: McKay, 1964.

*ST 109 FDC — Bond, David, ed. Developing Student Autonomy in Learning. New York: Nichols Publishing Company, 1981.

121 B83 — Bruner, Jerome S. On Knowing: Essays for the Left Hand. New York: Atheneum Press, 1965.

378.1 C119 — Cahn, Steven. Scholars Who Teach: The Art of College Teaching. Chicago: Nelson-Hall, 1978.

378.1 C21m — Carnegie Foundation for the Advancement of Teaching. Mission of the College Curriculum: A Contemporary Review with Questions. San Francisco: Jossey-Bass, 1977.

TEACHING AND LEARNING (cont.)

378.12 C33 — Centra, John A. Determining Faculty Effectiveness. San Francisco: Jossey-Bass, 1979.

378.1 C84 — Crafts, Kathy and Brenda Hauther. Surviving the Undergraduate Jungle: The Students' Guide to Good Grades. New York: Grove Press, 1976.

*378.1 C883L — Cross, Kathryn Patricia. Accent on Learning: Improving Instruction and Reshaping the Curriculum. San Francisco: Jossey-Bass, 1976.

378.1 D88 — Duley, John. Implementing Field Experience Education. San Francisco: Jossey-Bass, 1974.

371.1 Eb6 — Eble, Kenneth E. The Craft of Teaching: A Guide to Mastering the Professor's Art. San Francisco: Jossey-Bass, 1976.

ST 109 FDC — Eble, Kenneth, ed. Improving Teaching Styles, New Directions for Teaching and Learning #1. San Francisco: Jossey-Bass, 1980.

378.12 Eb6p — Eble, Kenneth E. Professors as Teachers. San Francisco: Jossey-Bass, 1972.

371.1 Er4m — Ericksen, Stanford. Motivation for Learning. Ann Arbor, MI: University of Michigan Press, 1974.

*ST 109 FDC — Erickson, V. Lois and John M. Whiteley, Developmental Counseling and Teaching. Belmont, CA: Wadsworth, Inc., 1980.

ST 109 FDC — Gaff, Jerry. Institutional Renewal Through the Improvement of Teaching, New Directions for Higher Education #24. San Francisco: Jossey-Bass, 1978.

378.15 G12 — Gaff, Jerry G., et al. Professional Development: A Guide to Resources. New Rochelle, NY: Change Magazine Press, 1978.

*136 G41 — Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge, MA: Harvard University Press, 1982.

ST 109 FDC — Green III, Charles, and Richard Salem, eds. Liberal Learning and Careers, New Directions for Teaching and Learning #6. San Francisco: Jossey-Bass, 1981.

370.1 G85-2 — Greer, Mary and Bonnie Rubinstein. Will the Real Teacher Please Stand Up?: A Primer in Humanistic Education. Santa Monica, CA: Goodyear Pub. Co., 1977.

TEACHING AND LEARNING (cont.)

ST 109 FDC — Guskin, Alan E. The Administrator's Role in Effective Teaching, New Directions for Teaching and Learning #5. San Francisco: Jossey-Bass, 1981.

378.113 H352g — Heath, Douglas H. Growing Up in College: Liberal Education and Maturity. San Francisco: Jossey-Bass, 1968.

136 H35m — Heath, Douglas. Maturity and Competence: A Transcultural View. New York: Gardner Press, 1977.

378.1 H36 — Heller, Jack. Increasing Faculty and Administrative Effectiveness. San Francisco: Jossey-Bass, 1982.

378.73 L57r — Levine, Arthur. Reform of Undergraduate Education. San Francisco: Jossey-Bass, 1973.

378.113 L57 — Levine, Arthur. When Dreams and Heroes Died: A Portrait of Today's College Student. San Francisco: Jossey-Bass, 1980.

378.1 L64 — Lindquist, Jack. Designing Teaching Improvement Programs. A Sourcebook Based on Pilot Projects. Berkeley, CA: Pacific Soundings Press, 1978.

ST 109 FDC — Martin, Warren Bryan. New Perspectives on Teaching and Learning, New Directions for Teaching and Learning #7. San Francisco: Jossey-Bass, 1981.

378.1 M45i — Maxwell, Martha. Improving Student Learning Skills. San Francisco: Jossey-Bass, 1980.

ST 109 FDC — McKeachie, Wilbert, ed. Learning, Cognition, and College Teaching. New Directions for Teaching and Learning #2. San Francisco: Jossey-Bass, 1980.

378.1 M19t-5 — McKeachie, Wilbert J. Teaching Tips: A Guide-Book for the Beginning College Teacher. Ann Arbor, MI: G. Wahr Publishing Company, 1965.

378.1 M64a — Milton, Ohmer. Alternatives to the Traditional: How Professors Teach and How Students Learn. San Francisco: Jossey-Bass, 1972.

ST 109 FDC and 378.12 Oml — Milton, Ohmer and Associates, On College Teaching. San Francisco: Jossey-Bass Publishers, 1980.

378.1 N83e — Morris, William. Effective College Teaching: The Quest for Relevance. Washington, D.C.: American Association for Higher Education by American Council on Education, 1970.

TEACHING AND LEARNING (cont.)

ST 109 FDC — Noonan, John, ed. Learning about Teaching, New Directions for Teaching and Learning #4. San Francisco: Jossey-Bass, 1980.

ST 109 FDC — Rose, Clare, ed. Meeting Women's Educational Needs, New Directions for Higher Education #11. San Francisco: Jossey-Bass, 1975.

378.113 P42 — Perry, William. Forms of Intellectual and Ethical Development in the College Years: A Scheme. New York: Holt, Rinehart, and Winston, 1970.

ST 109 FDC — Stark, Joan. Promoting Consumer Protection for Students, New Directions for Higher Education #13. San Francisco: Jossey-Bass, 1976.

ST 109 FDC — Thayer, Louis. Fifty Strategies for Experiential Learning. San Diego, CA: University Associates, Inc., 1976.

378.1 T221 — Trillin, Alice, et al. Teaching Basic Skills in College: A Guide to Objectives, Skills, Assessment, Course Content, Teaching Methods, Support Services, and Administration. San Francisco: Jossey-Bass, 1980.

*ST 109 FDC — Young, Robert E., ed. Fostering Critical Thinking, New Directions for Teaching and Learning #3. San Francisco: Jossey-Bass, 1980.

ST 109 FDC — White, Alvin, M. Interdisciplinary Teaching, New Directions for Teaching and Learning #8. San Francisco: Jossey-Bass, 1981.

CO-CURRICULUM AND INTENTIONAL DEVELOPMENT

ST 214 — Altmaier, Elizabeth M. Helping Students Manage Stress, New Directions for Student Services #21. San Francisco: Jossey-Bass, 1983.

*ST 214 — Brown, Robert D. and David A. De Coster. Mentoring-Transcript Systems for Promoting Student Growth, New Directions for Student Services #19. San Francisco: Jossey-Bass, 1982.

CO-CURRICULUM AND INTENTIONAL DEVELOPMENT (cont.)

378.73 C432 Chickering, Arthur. Commuting Versus Resident Students: Overcoming the Educational Inequities of Living Off Campus. San Francisco, Jossey-Bass, 1974.

378.113 C43e Chickering, Arthur. Education and Identity. San Francisco: Jossey-Bass, 1978.

378.113 D29 Davis, James. Going to College: The Study of Students and the Student Experience. Boulder, CO: Westview Press, 1977.

ST 214 ST 109 FDC De Coster, David and Phyllis Mable, eds. Understanding Today's Students, New Directions for Student Services #16. San Francisco: Jossey-Bass, 1981.

ST 214 SA Hanson, Gary R. Measuring Student Development, New Direction for Student Services #2. San Francisco: Jossey-Bass, 1982.

*ST 109 FDC Harmon, Lenore, et al. Counseling Women. Belmont, CA: Wadsworth, Inc., 1978.

*ST 109 FDC Knefelkamp, Lee, Carole Widick, and Clyde Parker, eds. Applying New Developmental Findings, New Directions for Student Services #4. San Francisco: Jossey-Bass, 1978.

ST 109 FDC Miller, G. Dean, ed. Developmental Theory and its Application in Guidance Programs: Systematic Efforts to Promote Personal Growth. St. Paul: Minnesota Department of Education, 1977.

378.113 M61 Miller, Theodore. The Future of Student Affairs: A Guide to Student Development for Tomorrow's Higher Education. San Francisco: Jossey-Bass, 1976.

378 Sm9h Snyder, Benson. The Hidden Curriculum. New York: Knopf, 1971.

378.113 Up1 Upcraft, M. Lee. Residence Hall Assistants in College. San Francisco: Jossey-Bass, 1982.

PRESENT AND FUTURE CHALLENGES IN HIGHER EDUCATION

378
Am3
American Council on Education, Stephen Bailey, ed. Higher Education in the World Community. Washington: American Council on Education, 1977.

378.1
As3
Ashby, Eric. Adapting Universities to a Technological Society. San Francisco: Jossey-Bass, 1974.

378
B69
Boyer, Ernest L. and Martin Kaplan. Educating for Survival. New Rochelle, NY: Change Margazine Press, 1977.

370.1
B73
Brameld, Theodore. The Teacher as World Citizen. West Lafayette, IN: Kappa Delta Pi - Educational Forum, 1974.

*378.73
C212t
Carnegie Council on Policy Studies in Higher Education. Three Thousand Futures: The Next Twenty Years for Higher Education. San Francisco: Jossey-Bass, 1980.

378
C21t
Carnegie Commission on Higher Education. Toward a Learning Society: Alternative Channels to Life, Work, and Service. New York: McGraw-Hill, 1973.

374
C88
Cross, Kathryn Patricia. Planning Non-Traditional Programs. San Francisco: Jossey-Bass, 1974.

378.73
D29
Davis, Robert H. et al. Commitment to Excellence: A Case Study of Educational Innovation. East Lansing: Michigan State University, 1976.

378.73
H14
Hall, Laurence. New Colleges for New Students. San Francisco: Jossey-Bass, 1974.

378.73
H22
Harman, David. Expanding Recurrent and Nonformal Education. San Francisco: Jossey-Bass, 1976.

309.1
L55
Leonard, George B. The Transformation: A Guide to the Inevitable Changes in Humankind. New York: Delacorte Press, 1972.

378.73
L57r
Levine, Arthur and John Weingart. Reform of Undergraduate Education. San Francisco: Jossey-Bass, 1973.

370.1
C351
Lucas, Christopher J., ed. Challenge and Choice in Contemporary Education: Six Major Ideological Perspectives. New York: Macmillan, 1976.

PRESENT AND FUTURE CHALLENGES IN HIGHER EDUCATION (cont.)

ST 214 SA — Mayhew, Lewis. Surviving the Eighties. San Francisco: Jossey-Bass, 1979.

*378.73 T34 — The Third Century: Twenty-Six Prominent Americans Speculate on the Education Future. New Rochelle, NY: Change Magazine Press, 1977.

PERSONAL DEVELOPMENT

*ST 109 FDC — Hagberg, Janet and Richard Leider. The Inventurers: Excursions in Life and Career Renewal. Reading, MA: Addison-Wesley Publishing Company, 1982.

ST 109 FDC — Levinson, Daniel. The Seasons of a Man's Life. New York: Ballantine Books, 1978.

378.1 P27 — Patton, Carl. Academia in Transition: Mid-Career Change or Early Retirement. Cambridge, MA: Abt Books, 1979.

ST 109 FDC — Robbins, Paula. Successful Midlife Career Change. New York: American Management Association, 1978.

ST 109 FDC — Sanguiliano, Iris. In Her Time. New York: Morrow Quill Paperbacks, 1980.

378 Y75 — Yohalem, Alice. The Careers of Professional Women: Commitment and Conflict. Montclair, N.J.: Allenheld, 1978.

JOURNALS

Adult Education Quarterly

Change

College Student Personnel Abstracts

Current Issues in Higher Education

Educational Studies

Educational Theory

Harvard Educational Review

Higher Education and National Affairs

Improving College and University Teaching

Journal of Educational Research

Journal of General Education

Journal of Higher Education

Journal of Research and Development in Education

Liberal Education

Phi Delta Kappa

Research in Higher Education

Teachers College Record

USA Today